REPORT RESUMES

ED 012 023 AL 000 450
SHONA BASIC COURSE.
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FOREIGN SERVICE INST., WASHINGTON, D.C.
REPORT NUMBER BR-5-1206-2 PUB DATE 65
CONTRACT SAE-9129
EDRS PRICE MF-$0.72 HC-$21.44 536P.

DESCRIPTORS- *SHONA, *LANGUAGE INSTRUCTION, TAPE RECORDINGS, TONE LANGUAGES, STRUCTURAL ANALYSIS, *PATTERN DRILLS (LANGUAGE), PRONUNCIATION INSTRUCTION, GRAMMAR, LANGUAGES, RHODESIA, MOZAMBIQUE, DISTRICT OF COLUMBIA

THIS BASIC COURSE IN SHONA, ONE OF THE TWO PRINCIPAL LANGUAGES OF RHODESIA AND PARTS OF ADJACENT MOZAMBIQUE, IS INTENDED TO PROVIDE THE STUDENT WITH DIALOG THAT RELATE TO SOME OF THE SITUATIONS IN WHICH HE IS LIKELY TO USE THE LANGUAGE, AS WELL AS PROVIDE HIM WITH SYSTEMATIC PRACTICE ON ALL MAJOR POINTS OF GRAMMAR. THE TEXT CONSISTS OF 49 UNITS OF DIALOGS AND DRILLS, EACH UNIT PRESENTING SPECIFIC FEATURES OF STRUCTURE WITH EXPLANATORY NOTES. A SHONA-ENGLISH INDEXED GLOSSARY IS APPENDED. BECAUSE SHONA, A TONE LANGUAGE, CONSISTS OF A NUMBER OF DIALECTS, THE TEXT ATTEMPTS TO REPRESENT SIMULTANEOUSLY IN THE TRANSCRIPTION SEVERAL DIFFERENT PRONUNCIATIONS, IN TONE AS WELL AS IN VOWELS AND CONSONANTS. SHONA TEXTS, EXERCISES, AND VOICING FOR THE ACCOMPANYING TAPES WERE FURNISHED BY MR. AND MRS. MATTHEW MATARANYIKA. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $2.50. (AMM)

FOREIGN SERVICE INSTITUTE

SHONA

BASIC COURSE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DEPARTMENT OF STATE

SHONA

BASIC COURSE

This work was compiled and published with the support of the Office of Education, Department of Health, Education and Welfare, United States of America.

Based on materials supplied by
MR. and MRS. MATTHEW MATARANYIKA.
Organized and edited by EARL W. STEVICK

FOREIGN SERVICE INSTITUTE
WASHINGTON, D.C.
1965

DEPARTMENT OF STATE

PREFACE

Shona is one of the two principal languages of Rhodesia, and extends also into adjacent areas of Mozambique. It consists of a number of dialects, but a standardized form of the language, based on the Zezuru, Manyika, and Korekore dialects, is generally used in printed materials. These dialects differ from one another in pronunciation (including tones) and in vocabulary, but they are in general agreement with respect to the underlying grammatical system. One feature of this book is the attempt to represent simultaneously in the transcription several different pronunciations, in tone as well as in vowels and consonants.

The present volume is one of a series of short Basic Courses in selected African languages, prepared by the Foreign Service Institute, under an agreement with the Office of Education, Department of Health, Education, and Welfare, under provisions of the National Defense Education Act. It is intended to give the student a start in Shona, providing him with dialogues that relate to some of the situations in which he is likely to use the language, as well as with systematic practice on all major points of grammar. Emphasis is placed on leading the student to assume increasing amounts of responsibility and initiative as he progresses through the book.

The linguist in charge of this project has been Earl W. Stevick. Shona texts, exercises, and tape voicings were furnished by Mr. and Mrs. Matthew Mataranyika. The tape recordings which accompany this course were prepared in the language laboratory of the Foreign Service Institute under the direction of Gabriel Cordova.

H E Sollenberger

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FOREWORD

Certain comments may be useful concerning the content and the form of this course.

Shona Basic Course is intended for general use by adult foreigners who want to learn Shona. Since however there exist several important varieties of the language, with clear standardization only in regard to orthography, it is strictly speaking impossible to write a course in 'Shona'. This book is based on the speech of two individuals, representing Manyika varieties of Shona, but with certain systematic emendations in the direction of the more central dialects. Ample space has been left between the lines so that each user of the book may add further changes in accordance with the usage of his own teacher.

The Shona dialogues and exercises were assembled during an intensive but brief period of collaboration in the summer of 1963. Further organization and editing were in the hands of the American member of the team, who assumes full responsibility for errors of fact, form, and organization.

The writers gratefully acknowledge the help gained from consulting An Analytical Grammar of Shona, by G. Fortune, and Standard Shona Dictionary, edited by M. Hannan.

Washington, D. C.
June, 1965

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UNIT 1

BASIC DIALOGUE In this dialogue, a married man (Role A) and a married woman (Role B) exchange perfunctory greetings. The time is morning.

A procedure for use with each new basic dialogue.

1. The student should not look at the dialogue until after he has learned to pronounce it very well. He should not even glance at it briefly. If he looks at it too soon, he will almost certainly 'hear' — or think he hears — the sounds for which the letters stand in English or in some other European language. If he waits until after he has learned to pronounce the Shona, he will have given his ear an opportunity to hear the sounds as they are really pronounced by his tutor.

2. Listening to the dialogue.

The tutor should begin by reading the entire dialogue aloud two or three times. The student should listen carefully, without trying to repeat. The tutor should speak at all times at a normal conversational speed. He should avoid speaking more slowly or more distinctly than he would ever speak with other persons for whom Shona is the mother tongue.

3. Learning to repeat the sentences after the instructor.

The tutor should say the first sentence at normal speed, and let the students imitate him. If their imitation is completely correct, he should than go on to the next sentence.

a. If the sentence seems to be too long, the tutor should pronounce one small part of it, then a slightly longer part, and finally the entire sentence. For example, the sentence /varara zvavo zvakanaka/ might be built up as follows:

varara

varara zvavo

varara zvavo zvakanaka

The sentence /varara seŋ̣yi vapwere/ might be built up as follows:

seŋ̣yi

varara seŋ̣yi

varara seŋ̣yi vapwere

b. If a student still makes a mistake in pronunciation, the tutor should correct him by repeating correctly the word that the student mispronounced. So, for example:

Tutor: Ndarárá̀ zvángu.

Student: Ndarárá̀ zhángu. [a mistake]

Tutor: Zvángu.

Student: Zvángu.

Tutor: Ndarárá̀ zvángu.

Student: Ndarárá̀ zvángu.

All the sentences in the dialogue should be treated in this way.

4. Learning the meanings of the sentences.

Up to this point, the student has not been told the meanings of the sentences he is practicing. If he is told the meanings too soon, he will have a very strong tendency to use English intonations on the sentences.

Now the tutor should say the first sentence, and have the students repeat it after him. Then he should give the equivalent English sentence, and the students should replv with the Shona sentence. If the students make any mistakes at all, the tutor should say the Shona sentence again and have them repeat it after him.

Each sentence should be treated in this way, until the students can give the Shona sentences promptly and without error.

5. Reading aloud.

Now, for the first time, students should open their books and read aloud after the tutor. When they can do this easily, they may practice reading aloud independently.

6. Memorizing the dialogue.

Students' books should again be closed. The tutor should assume one of the roles in the dialogue, and have the students take the other role. Then he should take the second role and have the students take the first. Finally, the students should take both roles. This kind of practice should continue until each student is able to take either role in the dialogue without having to look at it.

A	[- ¯ _ - ‾\ ] Mangwánaní máǐ.	Good morning (madam).
B	[- ¯ _ ¯ _ -] Mangwánaní babá.	Good morning (sir).
A	[- ¯ ¯ _ -] Mẉarárá heré?	[How] did you sleep?
B	[- ¯ - ¯ _] Ndarára zvángu.	(I slept) [fine].
B	[¯ = = - _ - - -] Várǎrà séṇyi vapwéré?	How did the children sleep?
A	[¯ = = ¯ ¯ _ - - _] Várǎrà zvávó zvakánáka.	They slept well.

In the English equivalents for Shona expressions in this course, use is made of [ ], ( ), and (' '). Square brackets [ ] enclose English words which have no counterpart in the Shona, but which are needed in order to make a translation into idiomatic English. Parentheses ( ) enclose words which are English counterparts of something in the Shona sentence, but which would not ordinarily be used in the English equivalent. Parentheses with single quotes are used to indicate a literal English version of a sentence.

1. A note on syllable accent in Shona.

In the sentences of the basic dialogue, certain syllables will strike the student's ear as being more prominent than others. Some of the differences in prominence will prove to be due to differences in musical pitch. Pitch differences will be discussed in later notes. Some of the relative prominence of syllables, however, is due to physical characteristics other than pitch. Compare the sentences:

Mẉarara here?

Ndarara zvangu.

If one ignores the pitches of the syllables, one will still find a kind of prominence which is associated with the syllable /he/ in the first sentence and with /zva/ in the second. As far as pitch is concerned, /he/ is relatively low, while /zva/ is relatively high. What the two syllables have in common, then, is not pitch. It is rather a combination of extra force of articulation and extra duration. This kind of prominence will be called 'accent.' The accent generally falls on the next to last syllable before a pause. In some styles of speech, the physical realization of accent is a quite noticeable prolongation of the vowel of the syllable. The student should notice whether this is true of his own tutor.

2. A note on tones and on ways of representing them in writing.

The third and fourth sentences in the dialogue are alike in that each has five syllables, and that the next to last syllable of each is accented. They differ however in their pitch patterns:

[- ‾ ‾ _ -]
Mẉarara here?

[- ‾ _ - _]
Ndarara zvangu.

Pitch differences of this kind are of great importance in Shona. Sometimes, pitch is the only audible difference between two words of entirely different meanings:

[¯ ¯] nhanga	'pumpkin'
[_ ¯] nhanga	'yard'
[_ - _] kuchera	'to dig'
[_ - -] kuchera	'to draw [water]'

Even more important, and more complicated, is the part which tone plays in determining the grammatical function of words in sentences:

[_ _] munda	'field'
[- _] munda	'it is a field'
[¯ ¯ _] vaenda	'they went'
[- ¯ _] vaenda	'[those] who went'
[¯ _ -] vaenda	'they having gone, when they have gone'

It will be noted that three or four different pitch levels are indicated, even in the short sentences which have been used in the above examples. Longer sentences would be found to have even more different levels. All of the levels may be summarized in terms of two entities, which will be called 'tones.' The names of the two tones are 'high' and 'low'. The tones are defined primarily in terms of their relative musical pitches, but they also differ from one another in voice quality, and also in loudness.

Any syllable is said to have high tone if it has noticeably higher pitch than an adjacent syllable. The syllables with high tone are marked with an acute accent:

[- ‾ _   ‾ _]
Ndarára zvángu.

A syllable is also said to have high tone if it has the same pitch as an adjacent high tone. An example is the last syllable of:

[-   ‾ ‾]
vapwéré

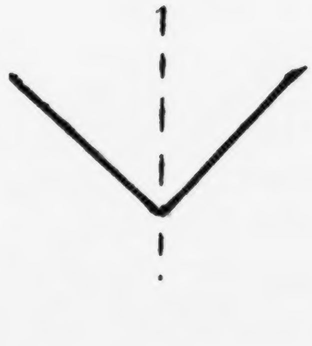
A syllable that does not have high tone is said to have low tone. A low toned syllable may be indicated either by a grave accent mark, or by the absence of any accent mark over the vowel:

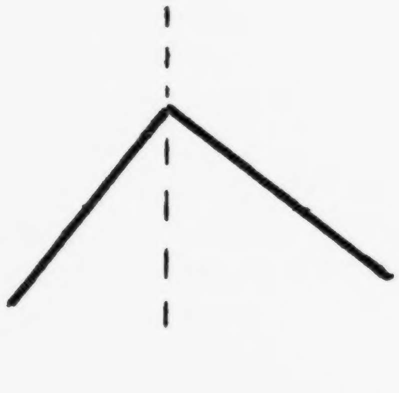
vàpwéré or vapwéré

The student will have noted that acute and grave accents are not the only marks which appear over the vowels in the basic dialogue. The reason is that, although all speakers of Shona use high and low tones, they do not all agree in the tone to be assigned to each syllable. Variations in use of the tones constitute one of the most interesting set of differences among the Shona dialects.

In a course of this kind, it would be impossible to represent all of the tonal patterns that may be heard in various parts of Mashonaland. In order to increase the usefulness of the book, however, an attempt has been made to show at least two major systems of tone use. One of these is characteristic of a relatively central area, while the other is more typical of eastern practice.

In interpreting the marks ˇ and ^ , the student should imagine a line running vertically through the center of the symbol:





If the tutor is from the eastern area, he is likely to use the tone indicated by the right-hand half of each of these symbols (respectively high and low). If he is from the more central part of the country, he is likely to pronounce the tones indicated by the left half of each symbol (respectively low and high). Thus, the word /várǎrǎ/ would be pronounced /váràrà/ farther west, and /várárá/ farther east. The word /nêchǐpô/ 'and a gift' would be /néchìpó/ or /nèchípò/.

To put the same matter in another way, students working with eastern tutors will find that there are two different symbols for high tone: ´ and ˇ; and that there are two symbols for low tone: `(or absence of tone mark) and ^. Students whose tutors come from farther west will also find two symbols for high tone, but these will be ´ and ^, while the symbols for low tone will be `(or absence of tone mark) and ˇ.

In a few words, tonal variation is known to exist, but for some reason cannot be reliably referred to the rough east-west dichotomy. Such syllables are marked with the symbol * .

The line dividing the area where the pronunciation /váràrà/ is used from the area where /várárá/ is used does not coincide exactly with the line that separates /néchìpó/ from /nèchípò/. So these double markings (ˇ and ^) for tone must be used with caution, the student noting in every instance what his own tutor says. It is thought, however, that this system of tone writing will be usable with only small modifications with a very large number of Shona speakers.

3. <u>A note on the representation of dialect variation in vowels and consonants</u>.

To a large extent, the vowels and consonants remain constant throughout the Shona area, but there are a few exceptions. Thus, the word that means 'you (pl.) slept' is pronounced /mwarara/ in some places and /marara/ in others. The fact that the sound for which /w/ stands is <u>omitted</u> by some speakers is symbolized by placing a ˌ under the letter: mw̩arara.

Another variation in the use of consonants may be illustrated by the word /varara/ 'they slept'. In Manyika, this word is pronounced exactly like /warara/ 'he slept'. The letter /v/ (when not adjacent to another consonant letter) stands for the same sound as /w/ in Manyika. In other dialects, /v/ stands for a sound which is absent from Manyika. The phonetic nature of this sound will be discussed in a later note.

A third kind of dialect variation is illustrated by the word /nomwana/ 'and a child.' In some areas, including Manyika, the pronunciation is /nemwana/. The fact that two different vowels (or consonants) may be used is symbolized by placing a , under the letter: no̦mwana.

4. A note on velarized consonants.

The student should listen again to the words /mangwanani/, /mwarara/ (if pronounced with the /w/), and /vapwere/. The sounds represented by /ngw/, /mw/, and /pw/ are like the sounds written /ng/, /m/, and /p/ except that there is an extra element which may be called 'velarization.' The precise phonetic value of velarization depends on the consonant which it accompanies.

Thus, in /ngw/ it is pretty much what one might call a 'w sound'. In /pw/, it may sound like a /k/ or a scraping sound (a voiceless velar fricative). In /mw/ it may sound like the last sound in English 'song', or like a w-sound, or it may even include a slight 'smacking' of the lips. In general, velarization consists of some kind of backing and raising of the tongue toward the soft palate (velum), with or without resultant stoppage or friction. The letter w written after another consonant letter is the symbol for velarization.

5. A note on the pronunciation of /v/.

When the letter v is not adjacent to some other consonant letter, it may stand for any of three sounds, depending on dialect:

In a major part of the central area, it stands for a voiced labiodental sound which is not a stop and, if a fricative, has very light friction. It contrasts both with the velar /w/ and with the voiced and voiceless labiodental fricatives written/vh/and/f/.

Other speakers use a sound much like the one just described except it is bilabial instead of labiodental.

In the Manyika area, this letter stands for the same sound as the letter w.

6. A note on the pronunciation of zv.

Perhaps the most difficult sound in the basic dialogue for Unit 1, from the point of view of the European student, is the one written zv. This sound contrasts with z, with zh (similar to the middle consonant sound of measure), and with zw. The consonant zv is produced by pronouncing simultaneously Shona v (see Note 5 above) and Shona z. That is to say, the lips are brought very near to one another, but without touching one another, during the pronunciation of z.

This same kind of articulation, with simultaneous friction at the tongue tip and at the lips, is found with all Shona consonants whose spelling includes either s or z followed by v.

7. A note on the pronunciation of /h/.

The student should listen carefully to the pronunciation of h in the word /heré/. The English sound at the beginning of the word hair is an unvoiced sound. The Shona sound in /heré/ is like it except that it is voiced and that it always has low pitch. These characteristics may cause it to impress the student as 'heavy'.

The letter h stands for this kind of sound except in the combinations sh, zh, ch, vh.

8. A note on a tonal alternation.

It was stated in Note 2 that the rules governing the tones of syllables are somewhat complex in Shona. One such rule is illustrated by the difference between the tonal patterns of the first words in the phrases /mwarárá heré/ and /ndarára zvángu/. If pronounced by itself, /ndarara/ has the same tones as /mwarárá/, i.e. /ndarárá/. If the sentence /ndarara zvangu/ is pronounced very slowly, with a pause between the words, /ndarara/ may still have this tone pattern. But when a verb form ends with two or more consecutive high tones, and is followed immediately by a word that begins with a high tone, then the last high tone of the verb is replaced by low tone:

/ndàrárá/ plus /zvángù/ is pronounced /ndàrárà zvángù/.

This alternation will be written /ndàrárá` zvángù/. (Practice on this point will be found in Unit 2.)

UNIT 2

BASIC DIALOGUE In this dialogue, a woman (Role A) and a man (Role B) are greeting one another in the morning. These greetings are a bit more formal than those in the dialogue of Unit 1.

Remember that the student should:

Listen first, book closed.
Then imitate without knowing the meanings of the new sentences.
Then imitate as he learns the meanings.
Then open his book and read aloud.
Then learn to take both roles.

	shéwe	courteous form of address used by women
A	[- ‾ _ - - _] Mangwánaní shéwe.	Good morning!
	chirombówe	courteous form of address used by men
B	[- ‾ _ - - _ - _] Mangwánaní chīrombówe.	Good morning!
A	[- ‾ ‾ _ -] Mẉarárá heré?	[How] did you sleep?
	áiwá	courteous expression of diffidence or dissent
	zvitámbó	fit, having life
B	[\ - _ - -] Áiwá zvitámbó.	Oh, very well indeed.
	mhuri (9,10)	family

[‾ ‾ ‾ = = _ ‾ ‾ _ _ ‾]

B Mhùrì yárǎrǎ zvakánáka heré? How did the family sleep?

[‾ = _ ‾ ‾ _ ‾ ‾ _]

A Várǎrǎ̀ zvávó zvakánáka. They slept fine.

1. A note on the use of the macron as a tone mark.

The word /chirombówe/ when pronounced by itself has low tone on the first syllable. In the second sentence in this dialogue, it has high tone.

In general, when a word that ordinarily begins with a series of two or more consecutive low tones is preceded by a word that ends in a high tone, then the first syllable of the second word has high tone:

/màngwánànì/ plus /chìròmbówè/ is /màngwánànì chíròmbówè/

In such instances, the syllable at the beginning of the second word is marked with a macron, as in the second sentence of the dialogue. This 'raising' of certain low tones will soon become habitual with the student, so that the writing of macrons will be discontinued in the later units.

In some forms of Shona, including Ndau, this raising of low after high extends to all the low tones in a series except for the very last:

Ndìrí kùèndà kùmùndà.

is pronounced:

Ndìrí kúèndà kùmùndà.

or:

Ndìrí kúéndà kùmùndà.

or:

Ndìrí kúéndá kúmúndà.

2. A note on the pronunciation of /mh/.

The sound written mh as in /mhuri/ is pronounced as a sequence of /m/ followed by the kind of /h/ that was described in Unit 1, Note 7. Like /h/, this sound has low pitch. The sound written /nh/ is pronounced analogously.

3. A note on subject prefixes.

Each of the verbs that have been met so far contains a 'subject prefix':

ndarárá	I slept
mẉarárá	you (pl. or honorific) slept
várǎrǎ	they slept

The stem of the verb that means 'to sleep' is /-rárá/. The first /a/ in each of these verb forms is characteristic of past tense forms. The subject prefixes are represented in these words by /nd-/ 'I', /mẉ-/ 'you (pl.)', and /v-/ 'they'. The form of these prefixes will be discussed more fully in Unit 5 , Note 1 .

It should be noted also that the third person subject prefix has a high tone, while the first and second person prefixes have low tone.

The personal subject prefixes for use in this tense are the following:

	Singular	Plural
1	nd-ˋ	t-ˋ
2	w-ˋ	mẉ-ˋ
3	#(lack of any prefix) or w-ˊ	v-ˊ

The noun /mhuri/ 'family', even though it refers to a group of persons, is not a member of the personal class. Accordingly, there is a different subject prefix /y-/ that goes with it. Note that this prefix, like the other prefixes for third person, has high tone.

4. A note on the use of the forms /zvángù/, /zvávó/, /zváyò/.

Both of the following sentences would be translated into English as 'I slept':

Ndarárá.

Ndaráráˋ zvángu.

The usual equivalent that is given for /zvángu/ as it is used here is 'as for me, in my fashion.' The effect of using it in the above example is to make what one says more gentle or more respectful. The same is true for /zváyò/, /zvávó/, and the corresponding forms for other persons, numbers and classes.

In Manyika, the corresponding words used in this way begin with /h/, instead of /zv/.

5. A preliminary note on the principle of concord.

In the second group of materials for systematic practice, the following sentences appear:

Vapwéré várărăˋ zvávó.	The children slept.
Mhuri yárărăˋ zváyò.	The family slept.

The differences between the second words, and between the third words in these sentences represent ways in which these words agree with, or are 'in concord with' the first word of the sentence. This kind of agreement plays a very large part in the grammar of Shona.

Exercise 1. Reading aloud without the help of tone marks. First, the student should read each of the words and phrases aloud and the tutor should tell him whether the tones are right. If they are, the student should write them, using ´ for high tone and ` for low tone. Other tone marks (ˇ, ^, ¯) should not be written by the student.

mangwanani

zvitambo

zvavo

varara

mẉarara

aiwa

baba

mhuri yarara

varara here?

mwarara here shewe?

Materials for systematic practice. Group 1.

A procedure for use with substitution drills.

A large number of the practice materials in this book are organized in such a way that each sentence is partly like the one that immediately precedes it. An example is to be found below in the first group of sentences for systematic practice.

1. The tutor says each sentence. The students repeat it after him until they are able to do so easily and correctly.

2. The class goes through the same sentences again, making sure that everyone understands the meaning of each sentence.

3. The tutor says the first sentence, and then the word from the column of 'cue words', opposite the second sentence. One of the students should reply with the second sentence. The tutor then gives the cue word from the third line, and so on through the entire series. Thus:

Tutor: Mẉarárá heré?

Class: Mẉarárá heré?

Tutor: Séṇyi.

Student A:	Mẉarárá̀ sẹ́nyi?
Tutor:	Zvakánáka.
Student B:	Mẉarárá zvakánáka heré?
Tutor:	Ndarárá.
Student C:	Ndarárá zvakánáka.
Tutor:	Zvángu.
Student D:	Ndarárá̀ zvángu.

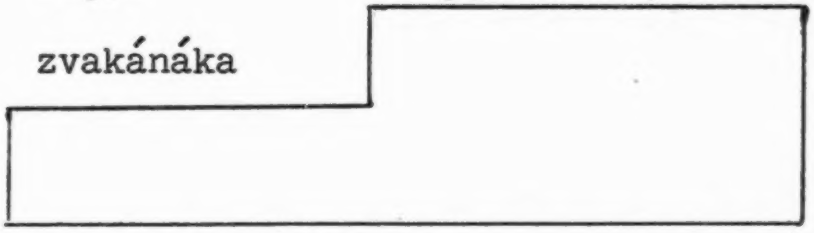
etc.

The drill has been completed when the student can respond in this way, easily and correctly, to all the items from the column of 'cues'.

For review of the same material without a live tutor, the student may make use of an opaque card with a notch cut out of one corner:

sẹ́nyi Mẉarára sẹ́nyi?

zvakánáka

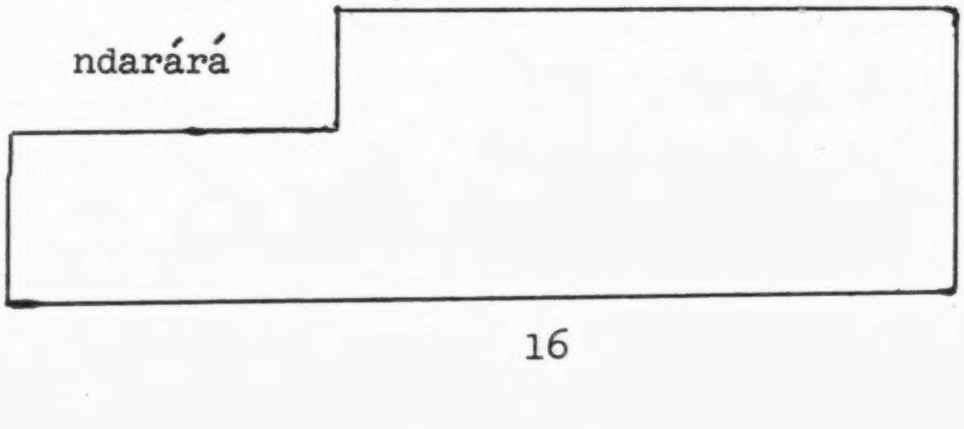


When the card is in this position the student is expected to produce the sentence which is concealed by the top of the card. When he has done so, or attempted to do so, he then pulls the card downward just far enough to expose the sentence that he was to have produced:

sẹ́nyi Mẉarára sẹ́nyi?

zvakánáka Mẉarárá zvakánáka heré?

ndarárá



Having done so, he receives immediate confirmation or correction of his own response and is simultaneously presented with the next cue (ndarárá).

If the card is turned over so that the notch is on the right hand side, the English sentences may be used as a second set of cues.

Materials for systematic practice. Group 1.

The general purpose of these sentences is to provide the student with an occasion to practice new sentences which contain no new words.

In going through this drill, the student must be careful to distinguish between the tonal patterns /rárá/ before low tone and /rárà/ before high tone.

	Mẉarárá heré?	Did you (pl.) sleep?
séṇyi	Mẉarárá̀ séṇyi?	How did you (pl.) sleep?
zvakánáka	Mẉarárá zvakánáka heré?	Did you (pl.) sleep well?
ndarárá	Ndarárá zvakánáka.	I slept well.
zvángu	Ndarárá̀ zvángu.	I slept.
zvakánáka	Ndarárá zvakánáka.	I slept well.
warárá	Warárá zvakánáka heré?	Did you (sg.) sleep well?
séṇyi	Warárá̀ séṇyi?	How did you (sg.) sleep?
heré	Warárá heré?	Did you (sg.) sleep?
zvakánáka	Warárá zvakánáka heré?	Did you (sg.) sleep well?
tarárá	Tarárá zvakánáka.	We slept well.

A procedure for use with transformation drills.

The second group of material for systematic practice consists of three columns. Column 1 consists of cues, Column 2 contains one series of sentences, and Column 3 contains a different series of sentences.

In drill with materials of this kind, Columns 1 and 2 should be used as a substitution drill (see the procedure outlined above for substitution drills). Then Columns 1 and 3 should be used together in the same way, omitting Column 2. Finally, the tutor gives the cue, one student gives sentences from Column 2, and another replies with the sentences from Column 3. In this way, sentences from the substitution drills are combined into a series of little two-line conversations.

Materials for systematic practice. Group 2.

In this series of sentences, the student must pay special attention to the use of /yárǎrǎ/ and /zváyò/ in sentences with /mhuri/, but /várǎrǎ/ and /zvávó/ in the other sentences.

	'Did the children sleep?'	'The children slept.'
	Vapwéré várǎrǎ heré?	Vapwéré várǎrǎ` zvávó.
babá	Babá várǎrǎ heré?	Babá várǎrǎ` zvávó.
maí	Máí várǎrǎ heré?	Máí várǎrǎ` zvávó.
babá na máí	Babá na máí várǎrǎ heré?	Babá na máí várǎrǎ` zvávó.
mhuri	Mhuri yárǎrǎ heré?	Mhuri yárǎrǎ` zváyo.
vapwéré	Vapwéré várǎrǎ heré?	Vapwéré várǎrǎ` zvávó.

UNIT 3

BASIC DIALOGUE

A	[- ‾ _ - _ - -] Masíkatí muzváré.	Good (mid-)day, (Miss).
B	[- ‾ _ - - _] Masíkatí shéwe.	Good (mid)day.
B	[- ‾ - _ - - _] Mẉaswéra heré shéwe?	[How] have you spent the day?
A	[- ‾ _ - _ - _] Ndaswéra zvángu kana [- _ - _] wáswerávo.	Fine, and you? ('I have spent the day if you have spent the day also.')
A	[- ‾ ‾ ‾ _ - _] Babá váswéra sén̥yi?	How has your father spent the day?
B	[‾ ‾ _ ‾ ‾ _ - - _] Váswéra zvávó zviríńáne.	He is better [thank you]. ('He spent the day better.')

1. The tonal classes of verbs.

Compare the sentences:

Mẉarárá heré?

Mẉaswéra heré?

Speakers of Shona from the extreme eastern and south-eastern parts of Rhodesia are likely to say /mẉaswérá heré/. For such speakers, the two phrases cited above will not illustrate the point being made in this note, but the isolated words /mẉarárá/ and /mẉaswéra/ will.

The forms /mẉarárá/ and /mẉaswéra/ are only one out of hundreds of pairs of forms of these same verbs which differ in tone. About half of the verbs in the language behave tonally in one way, while almost all the rest behave in another way. One group (illustrated by /mẉarárá/) are called 'high verbs'; the other (illustrated by /mẉaswéra/) are 'low verbs.'

In citing verbs, it is customary to use the infinitive form, which for high and low verbs alike begins with /kù/.

2. A note on the courteous formula 'if you also'.

In the dialogue and in Exercise 1 are found the sentences:

Ndaswéra zvángu kana mẉásweráwo.

Ndaswéra zvángu kana mẉárárawó.

Literally, these sentences would be translated 'I slept (or spent the day) if you slept (or spent the day) also.' This formula is widely used in reply to polite inquiries.

The forms /mẉáswerá/ and /mẉárára/ used in the second half of this formula are tonally and grammatically different from /mẉaswéra/ and /mẉarará/ which are used in the questions. This difference will be discussed in greater detail in Units 27 ff. . In the meantime, these forms, if pronounced as shown above, provide another example of tonal difference between corresponding forms of a high verb (/kurárá/) and a low verb (/kuswera/).

Some speakers in the east will pronounce high verbs and low verbs alike in this form:

/mẉásweráwo/, but also /mẉáraráwo/.

3. A note on the honorific use of the plural.

The noun /babá/ is singular both in its form and in its meaning. The verb /váswéra/, however, begins with the third person plural subject prefix /va-/.

Similarly, only one person is being addressed in the third line of the basic dialogue for this unit, yet the second person plural subject prefix /mẉ/ is used.

In both the second and the third person, the plural may be used as a mark of respect when speaking to or about one person.

Sentences for systematic practice, Group 1.

The following paired questions and answers should be learned thoroughly, since they will be heard very frequently in everyday life. If the tutor uses different sentences in place of the ones shown here, then those sentences should be learned also.

The question and the answer in each pair imply that the person inquired about has not been completely well recently.

The alternative answers to the first two questions reflect the fact that verb forms with /mẉa-/, while literally plural, may be used as a mark of respect when talking to only one person.

The third person forms of the high verb in this exercise are pronounced either /várárá/ (easterly) or /váràrà/ (westerly). This dialectal variation is symbolized by writing /várǎrǎ/ (Unit 1 Note 2).

But even in those geographical areas where the pronunciation /várárá/ is used before low tone or at the end of a sentence, the pronunciation before a high tone is /várára/ (Unit 1 Note 8). For this reason, /varara/ before a high tone is written /várǎra/.

In the easterly pronunciation, then, these forms of high verbs turn out to have tones identical with the corresponding forms of low verbs:

váswéra séṇyi?

várǎra séṇyi?

Mẉarára séṇyi?	Áiwá tarára zvédú zvirínáne. Áiwá ndarára zvángu zvirínáne.
Mẉaswéra sén̥yi?	Áiwá taswéra zvédú zvirínáne. Áiwá ndaswéra zvángu zvirínáne.
Babá várǎra séṇyi?	Áiwá várǎra zvávó zvirínáne.
Babá váswéra séṇyi?	Áiwá váswéra zvávó zvirínáne.
Mupwéré ẉárǎra séṇyi?	Áiwá ẉárǎra zváké zvirínáne.
Mupwéré ẉáswéra séṇyi?	Áiwá ẉáswéra zváké zvirínáne.
Warára séṇyi?	Áiwá ndarára zvángu zvirínáne.
Waswéra séṇyi?	Áiwá ndaswéra zvángu zvirínáne.
Mẉarárá heré?	Áiwá, kana mẉárárawó.
Mẉaswéra heré?	Áiwá, kana mw̥áswerávo.
Babá váswéra heré?	Áiwá váswéra zvávó.
Babá várǎrǎ heré?	Áiwá, várǎra zvávó.

Exercise in the writing of tones.

Fill in the square brackets with short line segments to represent the pitches of the individual syllables. Check accuracy by reference to the sentences in the basic dialogues.

[ ]
ndaswera zvangu

[ ]
babá váswéra seṇyi

[ ]
váswéra zvávó zvirínáne

[ ]
mangwanani chirombowe

[ ]
mhuri yarara zvakanaka here

[ ]
aiwa zvitambo

UNIT 4

BASIC DIALOGUE

	mwaná (1,2)	child, offspring
A	[- ‾ _ - _ - _] Masíkatí mwanángu.	Good (mid) day, my child.
B	[- ‾ _ - _ -] Masíkatí babá.	Good (mid) day, sir.
B	[- ‾ _ _ ‾ - _] Mẉaswéra heré shéwe?	How are you, (sir)?
A	[╲ - _ - -] Áiwá, zvitámbó.	Oh, fine.
	mukúnda (1,2)	daughter
B	[‾ - ‾ _ _ - _] Ẉákadíni mukúnda?	How is your daughter?
	~penyú	alive
	~áké	his, her
A	[‾ - - - -] Múpenyú zváké.	She is all right. ('She is a living [thing].')

Read the dialogue aloud, using the right tones:

Masikati mwanangu. Masikati baba. Mẉaswera here shewe? Aiwa zvitambo. Wakadini mukunda? Mupenyu zvake.

Supplementary Vocabulary:

	'How did your daughter sleep?'	
Muzváré ẉárǎrǎˋ séṇyi?	muzváré	unmarried girl over 12
Vazváré várǎrǎˋ séṇyi?	vazváré	(plural of above)

Mukúnda ẉárǎ̆rằ séṇyi?	mukúnda	daughter
Vakúnda várǎ̆rằ séṇyi?	vakúnda	(plural of above)
Mukóróre w̥árǎ̆rằ séṇyi?	mukóróre	son
Vakóróre várǎ̆rằ séṇyi?	vakóróre	(pl.)
Mhandara yárǎ̆rằ séṇyi?	mhandara	(honorific term for girl of 14 or more)
Mhandara dzárǎ̆rằ sén̥yi?		(plural of noun is identical with singular)
Mujahá ẉárǎ̆rǎ̀ sén̥yi?	mujahá	boy of 14 or more
Majahá árǎrǎ̀ séṇyi?	majahá	(plural of above)

1. A note on singular and plural nouns.

Compare these three singular-plural pairs:

mukóróre	mujahá	mhandara
vakóróre	majahá	mhandara

In the first of these pairs, the difference between singular and plural is the difference between /mu/ and /va/. (Most of the nouns that have been met thus far work like this.) In the second pair, the singular again has /mu/ but the plural has /ma/. In the third pair, neither the singular nor the plural has /mu/, and singular and plural are identical in form.

The most common forms of the prefixes used with nouns of the various classes are as follows. Corresponding singular and plural classes are bracketed.

1	mu-	mw-	before vowels
2	va-	v-	before vowels in some words
3	mu-	mw-	before vowels
4	mi-	mw-	before vowels
5	(No prefix syllable, but the initial consonant of the stem may be voiced).		
6	ma-		
7	chi-	ch-	before vowels in some words
8	zvi-	zv-	before vowels in some words
9	(No prefix syllable, but most members of this class begin with a nasal consonant. The initial consonant of the stem may show evidence of having changed from something else.)		
10	(Identical with the corresponding singular from Class 9 except that some speakers have /imbá/ (9) 'house' /dzimbá/ (10) 'houses'.		
11	ru-	rw-	before vowels
12	ka-		
13	tu-	tw-	before vowels
14	hu- or u-	hw-	before vowels
15	ku-	kw-	before vowels
16	pa		
17	ku	kw	before vowels
18	mu	mw	before vowels

(For practice in switching between singular and plural, Classes 1 and 2, see Group 1 of the sentences for systematic practice.)

2. A note on additional subject prefixes.

Compare the forms:

vár ă̌r ă̌

dzárǎ̆rǎ̆

árǎ̆rǎ̆

All these forms mean 'they slept'. The first is used after plural nouns that begin with /va/ and in an honorific sense with certain singular nouns (Unit 3, Note 3). The second is used with plurals that are identical in form with the corresponding singulars (e.g. /mhandara/). The third is used with plural nouns that begin with /ma/.

Similarly, the singular forms

ẉárǎ̆rǎ̆

yárǎ̆rǎ̆

both mean 'he/she slept'. Choice between them depends on the identity of the noun that is the grammatical subject of the verb.

For practice in using the appropriate subject prefixes with various nouns, see Groups 1,2 of the sentences for systematic practice.

3. A third tonal class of verbs.

It was stated in Unit 3, Note 1 that most of the verbs of Shona behave tonally either like /rárá/ (high verbs) or like /swera/ (low verbs). One of the exceptions is the verb /díni/ 'to do or say what or how'. Two other verbs which share the same tonal peculiarities are /dáro/ 'to do or say like that' and /dái/ 'to do or say like this'. With respect to their meanings and their grammatical function, these three verbs stand in the same relation to other verbs that pronouns occupy with respect to nouns. They may therefore be called PRO-VERBS.

The most conspicuous feature of the tonal behavior of the pro-verbs is that the first syllable of the stem has the tone that is opposite to that of the preceding syllable, and that the second syllable of the stem in turn has the tone that is opposite to that of the first syllable of the stem:

	Vákadíni?	(Exercise 3)
but	Mẉakádiní?	

Group 1. Sentences for systematic practice. Contrasting singular and plural nouns. Follow instructions for transformation drills, p. 17f.

muzváré	Muzváré ẉákadíni?	Vazváré vákadíni?
mukúnda	Mukúnda ẉákadíni?	Vakúnda vákadíni?
mukóróre	Mukóróre ẉákadíni?	Vakóróre vákadíni?
mupwéré	Mupwéré ẉákadíni?	Vapwéré vákadíni?
mujahá	Mujahá ẉákadíni?	Majahá ákadíni?
mhandara	Mhandara yákadíni?	Mhandara dzákadíni?
mhuri	Mhuri yákadíni?	
babá	Babá vákadíni?	
máí	Máí vákadíni?	

Group 2. Sentences for systematic practice. Alternate substitution of subject and verbs. Concord between noun subject and subject prefix. Follow instructions on p. 14f .

ẉáswéra	Muzváré ẉáswéra heré?
ẉárǎrǎ	Muzváré ẉárǎrǎ heré?
mukúnda	Mukúnda ẉárǎrǎ heré?
ẉákadíni	Mukúnda ẉákadíni?
mukóróre	Mukóróre ẉákadíni?

ẉáswéra	Mukóróre ẉáswéra heré?
mujahá	Mujahá ẉáswéra heré?
wárǎrǎ	Mujahá ẉárǎrǎ heré?
mhandara	Mhandara yárǎrǎ heré?
yákadíni	Mhandara yákadíni?
muzváré	Muzváré ẉákadíni?

Exercise 3. Paired questions and answers.

Mẉakádiní?	Áiwá, kana mẉákadíniwó.
Wakádiní?	Áiwá, kana wákadíniwó.
Mukúnda ẉákadíni?	Áiwá, múpenyú zváké.
Babá vákadíni?	Áiwá, vápenyú zvávó.
Ẉákadíni?	Áiwá, múpenyú zváké.
Vakóróre vákadíni?	Áiwá, vápenyú zvávó.
Majahá ákadíni?	Áiwá, mápenyú zváo.
Mhandara yákadíni?	Áiwá, ímhenyú zváyo.

Exercise 4. <u>Reading aloud without tone marks</u>.

Read the following sentences aloud with the proper tone on each syllable. Then write the tone marks, using ´ for high and ` for low.

Mangwanani mujaha.

Mangwanani mai.

Mẉarara here mai?

Ndarara zvangu.

Varara here baba?

Varara zvavo.

Exercise 5.

Read the following words aloud, making certain that the tones are correct. Then mark the tones. Finally, write the English equivalent opposite each word.

mukunda

vakunda

mukorore

mujaha

majaha

vakorore

vazvare

muzvare

mhandara

mẉakadini

vakadini

mai

vana

mwana

A procedure for use with practice conversations.

The practice conversations which follow the systematic practice material in Units 4 - 40 are intended to provide opportunities for guided practice in short connected dialogues. These materials contain no new words or grammatical features.

The first column consists of an English summary of one side of the dialogue. The middle column contains the Shona expressions that are needed for that side of the dialogue. The third column contains the other side of the same conversation.

1. The student covers all of the page in his book except the first column. The tutor leaves all three columns in his book uncovered. The student gives a Shona expression which carries out the first English instruction in Column 1. When he has done so, the tutor replies with the next line from the other side of the conversation. The student hears and understands this, and goes on to reply in accordance with the second English instruction. They proceed in this way to the end of the dialogue.

2. The above procedure should be repeated until the student can take the first side of the dialogue without hesitation and without mistakes.

3. Then the tutor should take the first role, and the student should take the role formerly given to the tutor.

Practice Conversation.

You meet a ten year old girl at noontime and say hello to her.	Masíkatí mukúnda.	
		Masíkatí babá.
		Mwaswéra heré babá?
You reply to her series of polite inquiries.	Ndaswéra zvángu.	
		Váswéra heré máí?
	Váswéra zvávó.	

Ẉáswéra séṇyi
mukóróre?

Áiwá, ẉáswéra
zvirínáne.

Free Conversation.

A is a married man.

B is a married woman.

C is a boy of sixteen.

D is a girl of sixteen.

Practice greetings that would be appropriate between:

A and B

A and C

B and C

A and D

B and D

UNIT 5

BASIC DIALOGUE

	masangá (6)	meeting; a greeting from one traveller to another
A	[- - ¯ ¯ _ - _] Masangá chīrombówe.	Hello!
B	[- - ¯ ¯ _ - ˎ] Masangá chīrombówe.	Hello!
	munhu (1, 2)	person
	aní	who?
	ndíaní	who is it?
A	[- - ＼ -] Munhu ndíaní?	Who are you? ('Who is the person?')
B	[¯ ¯ ＼] Ndíní John.	I am John ('It is I John.')
	-gara	to live, sit, stay
	pápǐ	where?
A	[- ¯ = - ¯ =] Munógǎra pápǐ?	Where do you live?
	(or: Munógǎrepí?)	
B	[- ¯ = _ ¯ - ¯ _] Ndinógǎra mẉáRusápi.	I live in Rusape.
	-ita	to do
	apo	there
A	[- ¯ ¯_ _ - - _] Murí kūiten̥yí āpo?	What are you doing there?

-sándá to work

[- ‾ ‾ ‾ _ - - _ _]
B Ndinósándá muPost Office. I work in the Post Office.

Supplementary vocabulary.

The new words given below are proper nouns and other words which have to do with place. In learning the words, it is necessary also to learn the prefixes (kwá-, mẉá-, mu-, pa-) which go with some of them. These prefixes correspond roughly to certain English prepositions.

Munógǎra pápǐ?
(Munógǎrepí?) } Where do you live?

Ndinógǎra pánó.	pánó (16)	here
Ndinógǎra kwáNyádiré.	Nyádiré	Nyadiri
Ndinógǎra kwáMutáre.	Mutáre	Umtali
Ndinógǎra muguta.	guta (5, 6)	city
Ndinógǎra muSakúbva.	Sakúbva	area near Umtali
Ndinógǎra muHaráre.	Haráre	Salisbury
Ndinógǎra mẉáRusápi.	Rusápi	Rusape
Ndinógǎra pahósipitari.	hósipitari (9, 10)	hospital
Ndinógǎra pakámba.	kámba (9, 6)	police camp
Ndinógǎra patyo.	patyo (16)	near
Ndinógǎra kure.	kure (17)	far
Ndinógǎra chinhambo.	chinhambo (7)	a short distance

Supplementary vocabulary. Some useful verbs..

basa (5,6)	work
Munóǐta basaŋyí?	What work do you do?

Low verbs.

Ndinórǐma.	kurima	to plow, raise crops
Ndinóchǎira.	kuchaira	to drive (a vehicle)
Ndinówěza.	kuweza	to work wood, do carpentry
Ndinórǐmisa.	kurimisa	to work as an agricultural demonstrator
Ndinórǎpa.	kurapa	to heal, do medical work
Ndinópětesa.	kupetesa	to tax, work in tax office

High verbs.

Ndinóváká.	kuváká	to build
Ndinódzídzísá.	kudzídzísá	to teach
Ndinónyórá muófisi. I do office work.	kunyórá	to write
	ófisi (9, 10)	office
Ndinofámbírá zvikóro. I'm a superintendent of schools.	kufámbírá	to visit
	chikóro (7)	school
	zvikóro (8)	schools

1. The /-no-/ tense.

The non-initial prefix /-no-/ is found in the sentences:

Munógǎra pápǐ?	Where do you live?
Ndinósándá muPost Office.	I work in the Post Office

Verb forms which contain this prefix have either general present or future meaning.

The subject prefix syllables used with the /no/ tense are compared with the subject prefix syllables used with the tense of the verbs discussed in Unit 2, Note 3 and in Unit 4, Note 2. Not all of the classes have been exemplified in the sentences of Units 1-5, but this table will be useful for future reference.

1 sg.	I	ndì-		ndà-	
2 sg.	you	ù-		wà-	
3 sg.	he, she	á-		á-	(Class 1)
		ú-	(Eastern)	wá-	
1 pl.	we	tì-		tà-	
2 pl.	you	mù-		mà-	
			(Eastern)	mwà-	
3 pl.	they	vá-		vá-	(Class 2)
		ú-		wá-	(Class 3)
		í-		yá-	(Class 4)
		rí-		rá-	(Class 5)
		á-		á-	(Class 6)
		chí-		chá-	(Class 7)
		zví-		zvá-	(Class 8)
		í-		yá-	(Class 9)
		dzí-		dzá-	(Class 10)
		rú-		rwá-	(Class 11)
		ká-		ká-	(Class 12)
		tú-		twá-	(Class 13)
		hú-		hwá-	(Class 14)
		kú-		kwá-	(Class 15)
		pá-		pá-	(Class 16)
		kú-		kwá-	(Class 17)
		mú-		má-	(Class 18)
				mwá-	

Comparison of these lists shows that in general the prefix in the right hand list has the tone and the consonant of the first list plus /a/; /u/ and initial /i/ in the first list are matched by /w/ and /y/ respectively in the second list, except that in some dialects /mu-/ is matched by /ma-/ and not by /mwa-/.

The tone of the prefix /-no-/.

The prefix /-no-/ has low tone between a high toned subject prefix and the stem of a high verb (including the proverbs, Unit 4, Note 3):

Vánosándá.	they work

Otherwise, it has high tone:

Tinósándá.	we work
Ndinógara mwáRusápi.	I live in Rusape.
Vánógara apo.	they live there.

Tones of verb stems in the /-no-/ tense.

In the /-no-/ tense, the stems of high verbs have the tones of the infinitive:

vánosándá

ndinósándá

The tones of the stems of low verbs vary according to dialect.

(1) Central/westerly: the tones of the stem syllables are all low:

vánórima

ndinórima

ndinórimisa

(2) Farther east: the tone of the first syllable of the stem is high in first and second person forms; the rest are low:

vánórima

ndinóríma

ndinórímisa

(3) Still farther east and southeast: all stem syllables except the last are high:

vánóríma

ndinóríma

ndinórímísa

The first and second of these sets of dialect alternates are reflected in the tone writing to be employed in this course. The third set of alternates are not overtly indicated, but may be inferred.

The tonal differences between high and low verbs in this tense, and between third person and non-third person forms of the indicative, are of great importance if one's Shona is to be easily intelligible. For this reason, most of the systematic practice sentences in this unit are devoted to these matters.

2. Locative prefixes with place names.

Compare these locative forms:

muHaráre	in Salisbury
mẉáRusápi	in Rusape

Some place names take locative prefixes in their simple form (/mu/, /ku/, /pa/). Others take locative prefixes in which these simple prefixes are combined with /-á-/. The latter group consists of names of persons or rivers which have come to be used as designations for places.

(For practice in choosing among the locative prefixes used with various place names, see Group 18 of the sentences for systematic practice.)

3. 'Where' questions.

'Where' questions may be formed by use of one of the words /pápǐ/ or /kúpǐ/, which stand somewhere after the verb in the sentence.

In some areas, the enclitic /-pí/ is very commonly used in where questions. It is attached to the end of the verb. The vowel that precedes it is /-e-/, which corresponds to the /-a-/ of indicative forms that do not have this enclitic:

Unógǎrepí?

but Ndinógǎra pánó.

(For practice in forming 'where' questions, see groups 19 and 20.)

Sentences for systematic practice.

Group 1. Low verbs, first and second person, /-no-/ tense.

kurima	Unórǐma heré?	Ndinórǐma.
kupetesa	Unópětesa heré?	Ndinópětesa.
kuchaira	Unóchǎira heré?	Ndinóchǎira.
kurapa	Unórǎpa heré?	Ndinórǎpa.
kuweza	Unówěza heré?	Ndinówěza.
kurimisa	Unórǐmisa heré?	Ndinórǐmisa.

Group 2. High verbs, first and second person, /-no-/ tense.

kunyórá	Unónyórá heré?	Ndinónyórá muófisi.
kudzídzísá	Unódzídzísá heré?	Ndinódzídzísá.
kufámbírá	Unofámbírá zvikóro heré?	Ndinófámbírá zvikóro.
kuváká	Unóváká heré?	Ndinóváká.

Group 3. Low verbs, third person, /-no-/ tense.

mupwéré	Mupwéré ánórima heré?	Ánórima.
vapwéré	Vapwéré vánórima heré?	Vánórima.
mujahá	Mujahá ánórima heré?	Ánórima.
majahá	Majahá ánórima heré?	Ánórima.
mhandara (sg.)	Mhandara ínórima heré?	Ínórima.
mhandara (pl.)	Mhandara dzínórima heré?	Dzínórima.

Group 4. High verbs, third person, /-no-/ tense.

mujahá	Mujahá ánodzídzísá heré?	Ánodzídzísá.
majahá	Majahá ánodzídzísá heré?	Ánodzídzísá.
mhandara (sg.)	Mhandara ínodzídzísá heré?	Ínodzídzísá.
mhandara (pl.)	Mhandara dzínodzídzísá heré?	Dzínodzídzísá.

[After completing Group 4, take sentences at random from all four groups.]

Group 5. Low verbs in the /-no-/ tense, first and second person singular subjects.

kugara	Unógǎra mẉáRusápi heré?	Ndinógǎra mẉáRusápi.
kurapa	Unórǎpa heré?	Ndinórǎpa.
kurimisa	Unórǐmisa here?	Ndinórǐmisa.
kurima	Unórǐma heré?	Ndinórǐma.
kupetesa	Unópětesa heré?	Ndinópětesa.
kuchaira	Unóchǎira here?	Ndinóchǎira.

Group 6. Plural subjects.

kuchaira	Munóchǎira heré?	Tinóchǎira.
kurima	Munórǐma heré?	Tinórǐma.
kugara	Munógǎra mẉáRusápi heré?	Tinógǎra mẉáRusápi.
kurimisa	Munórǐmisa heré?	Tinórǐmisa.
kupetesa	Munópětesa heré?	Tinópětesa.
kurapa	Munórǎpa heré?	Tinórǎpa.

[After completing Group 6, take sentences at random from Groups 5 and 6.]

Group 7. High verbs in the /-no-/ tense, first and second person singular subjects.

kuváká	Unóváká heré?	Ndinóváká.
kudzídzísá	Unódzídzísá heré?	Ndinódzídzísá.
kufámbírá	Unófámbírá zvikóro heré?	Ndinófámbírá zvikóro.
kunyórá	Unónyórá muófisi heré?	Ndinónyórá muófisi.

Group 8. Plural subjects.

kufámbírá	Munófámbírá zvikóro heré?	Tinofámbírá zvikóro.
kunyórá	Munónyórá muófisi here?	Tinónyórá muófisi.
kuváká	Munóváká heré?	Tinóváká.
kudzídzísá	Munódzídzísá heré?	Tinódzídzísá.

[After completing Group 8, take sentences at random from Groups 7 and 8.]

Group 9. Low and high verbs in the /-no-/ tense, first and second person singular subjects.

kuváká	Unóváká heré?	Ndinóváká.
kurima	Unórǐma heré?	Ndinórǐma.
kudzídzísá	Unódzídzísá heré?	Ndinódzídzísá.
kuchaira	Unóchǎira heré?	Ndinóchǎira.
kufámbírá	Unófámbírá zvikóro here?	Ndinófámbírá zvikóro.
kupetesa	Unópětesa heré?	Ndinópětesa.

Group 10. Plural subjects.

kuváká	Munóváká heré?	Tinóváká.
kurima	Munórǐma heré?	Tinórǐma.
kunyórá	Munónyórá muófisi heré?	Tinónyórá muófisi.
kurimisa	Munórǐmisa heré?	Tinórǐmisa.
kudzídzísá	Munódzídzísá heré?	Tinódzídzísá.
kurapa	Munórǎpa heré?	Tinórǎpa.

[After completing Group 10, take sentences at random from Groups 9 and 10.]

Group 11. Low verbs in the /-no-/ tense, third person singular subjects.

kurima	Ánórima here?	Ánórima.
kurapa	Ánórapa here?	Ánórapa.
kuchaira	Ánóchaira here?	Ánóchaira.
kupetesa	Ánópetesa here?	Ánópetesa.
kurimisa	Ánórimisa here?	Ánórimisa.
kuweza	Ánóweza here?	Ánóweza.
kugara	Ánógara mẉáRusápi here?	Ánógara mẉáRusápi.

Group 12. Plural subjects.

kugara	Vánógara mẉáRusápi here?	Vánógara mẉáRusápi.
kuweza	Vánóweza here?	Vánóweza.
kurimisa	Vánórimisa here?	Vánórimisa.
kuchaira	Vánóchaira here?	Vánóchaira.
kurapa	Vánórapa here?	Vánórapa.
kurima	Vánórima here?	Vánórima.

[After completing Group 12, take sentences at random from Groups 11 and 12.]

Group 13. Singular subjects.

kufámbírá	Ánofámbírá zvikóro here?	Ánofámbírá zvikóro.
kuváká	Ánováká here?	Ánováká.
kudzídzísá	Ánodzídzísá here?	Ánodzídzísá.
kunyórá	Ánonyórá muófisi here?	Ánonyórá muófisi.

Group 14. High verbs in the /-no-/ tense, third person plural subjects.

kudzídzísá	Vánodzídzísá heré?	Vánodzídzísá.
kunyórá	Vánonyórá muófisi heré?	Vánonyórá muófisi.
kuváká	Vánováká heré?	Vánováká.
kufámbírá	Vánofámbírá zvikóro heré?	Vánofámbírá zvikóro.

[After completing Group 14, take sentences at random from Groups 13 and 14.]

Group 15. Low and high verbs in the /-no-/ tense, third person singular subjects.

kuchaira	Ánóchaira heré?	Ánóchaira.
kuváká	Ánováká heré?	Ánováká.
kurapa	Ánórapa heré?	Ánórapa.
kudzídísá	Ánodzídzísá heré?	Ánodzídzísá.
kugara	Ánógara mẉáRusápi heré?	Ánógara mẉáRusápi.
kufámbírá	Ánofámbírá zvikóro heré?	Ánofámbírá zvikóro.
kurimisa	Ánórimisa heré?	Ánórimisa.

Group 16. Plural subjects.

kurima	Vánórima heré?	Vánórima.
kufámbírá	Vánofámbírá zvikóro heré?	Vánofámbírá zvikóro.
kurapa	Vánórapa heré?	Vánórapa.
kunyórá	Vánonyórá heré?	Vánonyórá.

kugara	Vánógara mẉáRusápi heré?	Vánógara mẉáRusápi.
kuchaira	Vánóchaira heré?	Vánóchaira.
kuváká	Vánováká heré?	Vánováká.

[After completing Group 16, take sentences at random from Groups 15 and 16.]

Group 17. The tense prefix /-no-/ with high and low verbs, in first, second, and third persons.

Vánórima heré?	Vánórima.
Unórǐma heré?	Ndinórǐma.
Unórǎpa heré?	Ndinórǎpa.
Unóváká heré?	Ndinóváká.
Ánováká heré?	Ánováká.
Ánóchaira heré?	Ánóchaira.
Vánóchaira heré?	Vánóchaira.
Vánópetesa heré?	Vánópetesa.
Munópětesa heré?	Tinópětesa.
Ánodzídzísá heré?	Ánodzídzísá.
Ánórimisa heré?	Ánórimisa.
Vánórimisa heré?	Vánórimisa.
Vánórima heré?	Vánórima.

Group 18. Choosing the right locative prefix for each place expression.

pánó	Vapwéré vánógara pánó heré?	Vánógara pánó.
Rusápi	Vapwéré vánógara mẉáRusápi heré?	Vánógara mẉáRusápi.
guta	Vapwéré vánógara muguta heré?	Vánógara muguta.
Mutáre	Vapwéré vánógara kwáMutáre heré?	Vánógara kwáMutáre.
Haráre	Vapwéré vánógara muHaráre heré?	Vánógara muHaráre.
kámba	Vapwéré vánógara pakámba heré?	Vánógara pakámba.
hósipitari	Vapwéré vánógara pahósipitari heré?	Vánógara pahósipitari.
kure	Vapwéré vánógara kure heré?	Vánógara kure.
patyo	Vapwéré vánógara patyo heré?	Vánógara patyo.
Sakúbva	Vapwéré vánógara muSakúbva heré?	Vánógara muSakúbva.
Nyádiré	Vapwéré vánógara kwáNyádiré heré?	Vánógara kwáNyádiré.
chinhambo	Vapwéré vánógara chinhambo heré?	Vánógara chinhambo.

Group 19. 'Where' questions with high verbs.

Ánodzídzísá.	Ánodzídzísepí? (Ánodzídzísa pápǐ?)
Vánodzídzísá.	Vánodzídzísepí? (Vánodzídzísa pápǐ?)
Ndinódzídzísá.	Munódzídzísepí? (Munódzídzísa pápǐ?)
Tinódzídzísá.	Munódzídzísepí? (Munódzídzísa pápǐ?)

Group 20. 'Where' questions with low verbs.

Ánórimisa.	Ánórimisepí?	(Ánórimisa pápĭ?)
Vánórimisa.	Vánórimisepí?	(etc.)
Ndinórĭmisa.	Munórĭmisepí?	(etc.)
Tinórĭmisa.	Munórĭmisepí?	(etc.)

[After completing Group 20, take sentences at random from Groups 19 and 20.]

Exercise 21. Read the following verb forms aloud, and verify the tones. Then mark the tones as your tutor uses them.

anovaka
vanovaka
vanorima
tinorima
tinonyora
anonyora

anochaira
munochaira
munodzidzisa
vanodzidzisa
vanogara
vanonyora

Practice Conversations.

		Masangá babá.
You reply to a greeting and ask the other person's name.	Masangá mwanángu. Munhu ndíaní?	
		Ndíní Gōmo.

You ask someone where he lives.	Munógǎrepí?	
		Ndinógǎra muHaráre.
What does he do there?	Munóǐteŋyí āpo?	
		Ndinónyórá muófisi.

Free conversation.

The following are five personal names:

Musáná

Kachára

Shúmba

Mawa

Beta

A asks B about each of the above persons, where he lives and what kind of work he does.

UNIT 6

BASIC DIALOGUE

A	Mangwánaní babá.	Good morning.
	mufúndísi (1, 2)	teacher, pastor, missionary
B	Mangwánaní mufúndísi.	Good morning.
	-úyá	to come
	ríni	when?
	pánó	here
A	Mwakáŭyă` ríni pánó?	When did you come here?
	na	with, and
	zúvá (5, 6)	sun, day
	~tatú	three
B	Ndayáną mazúvá mātatú ndáỵa pánó.	I've been here for three days. ('I now have three days, I being here.)
	-svika	to arrive
	musí (3, 4)	day
	~na	four
	-pérá	to come to an end, become exhausted in supply
A	Ndakásvíka musí weChína chàkápĕrǎ.	I arrived last Thursday. ('I arrived the Fourth-day that passed.')

	kana	if, or, when
	-bvá	to go or come from
B	Munózǒiteṇyí kana mẉábva pánó?	What will you do when you have left here?
	-funga	to think
	-enda	to go
A	Ndinófǔnga ndinózǒenda kundodzídzísá (koodzídzísá).	I think I will go to teach.

Supplementary vocabulary. Periods of time.

Ndinózǒgara pánó goré ro̧se (résé).	goré (5)	year
'I'll stay here all year.'	makoré (6)	years
	~o̧se (~ésé)	whole, all
Ndinózǒgara pánó mwedzí wó̧sé(wésé).	mwedzí (3)	month
'I'll stay here a whole month.'	mwedzí (4)	months
Ndinózǒgara pánó sóndo ró̧sé.	sóndo (5) (svóndo)	week
	masyóndo(6)	weeks
Ndinózǒgara pánó zúvá ró̧sé.	zúvá (5)	day, sun
	mazúvá (6)	days
Ndinózǒgara pánó pa̧tyo pêgǒrê.	nearly a year	
	patyo(petyo)	near
Ndinózǒgara pánó pa̧tyo pésóndo.	nearly a week	
Ndinózǒgara pánó pa̧tyo pô̧mwědzî.	nearly a month	

Supplementary vocabulary. Numbers from 1 - 10.

Ndaáne sóndo rímwé ndáỵa pánó.	~́mwé	one
Ndaáną masóndo maỵirí ndáỵa pánó.	~ỵirí	two
Ndaáną masóndo matatú ndáỵa pánó.	~tatú	three
Ndaáną masóndo mana ndáỵa pánó.	~na	four
Ndaáną masóndo marongomuna ndáỵa pánó.	~rongomuna	
Ndaáną masóndo mashánŭ̌ ndáỵa pánó.	~shánŭ̌	five
Ndaáną masóndo matánhatú ndáỵa pánó.	~tánhatú	six
Ndaáną masóndo manomwé ndáỵa pánó.	~nomwé	seven
Ndaáną masóndo maséré ndáỵa pánó.	~séré	eight
Ndaáną masóndo mapfumbamwe ndáỵa pánó.	~pfumbamwe	nine
Ndaáną masóndo gúmí ndáỵa pánó.	.kúmí	ten

Takásvíka mwedzí mīṿirí yakápĕ̌ră̌.	We arrived two months ago.
Takásvíka makoré māna akápĕ̌ră̌.	We arrived four years ago.
Takásvíka masóndo matatú akápěrǎ.	We arrived three weeks ago.

Supplementary vocabulary. Days of the week.

Ndakásvíka musí weMúsūmbunuko.	I arrived on Monday.
Ndakásvíka musí weChípirí.	Tuesday.
Ndakásvíka musí weChítatú.	Wednesday.
Ndakásvíka musí weChína.	Thursday.
Ndakásvíka musí weChǐshánǔ.	Friday.
Ndakásvíka musí weMúgobéra.	Saturday.
Ndakásvíka musí wéSóndo (wéSvóndo).	Sunday.

1. The /-ka-/ tense.

A new tense is illustrated in the sentences:

Mwakáǔyǎ̀ ríni pánó?	When did you come here?
Ndakásvíka musí weChína chàkápěrǎ.	I arrived last Thursday.

This tense is characterized by the non-initial prefix /-ka-/.

Subject prefixes with the /-ka-/ tense.

Subject prefixes used with this tense are identical with those used in the tense that is represented by the forms /ndarárá/ and /taswéra/ (Unit 4, Note 2), listed in Column 2 of the table in Unit 5, Note 1.

The tone of the prefix /-ka-/.

The same principles that govern the tone of the prefix /-no-/ apply also to /-ka-/.

The tones of verb stems in the /-ka-/ tense.

In the /-ka-/ tense, there is dialect variation in the tones of stems with both high and low verbs.

High verbs.

(1) Central/westerly: the tones of the stem are low in those forms that have low tone on the subject prefix:

	takáùyà	we came
cf.	kuúyá	to come
	vákaúyá	they came

(2) Easterly: the tones of the stem are high:

takáúyá

vákaúyá

Accordingly, forms of the /-ka-/ tense of high verbs are written in this book as:

takáǔyǎ

vákaúyá

Low verbs.

The first two of the three geographical areas that are covered by this course seem to have tonal patterns like those used for the /-no-/ tense in the middle of the three areas discussed in Unit 5, Note 1. That is to say, the tone of the first syllable of the stem is high in first and second person forms, and the rest of the stem syllables are low:

vákáenda	they went
ndakáénda	I went
takácháira	we drove

This is the way these forms will be written in this book.

In the southeast, all of a series of low tones except the last are raised to high:

vákáénda

ndakáénda

takácháíra

This last set of forms is not represented directly in the tonal writing used in this book, but it can easily be inferred.

The /-ka-/ tense has two meanings. With most verb stems, it is used when the action referred to took place on the preceding day or earlier:

Mwakáǔ́yǎ`ríni?	When did you come? (Where the person is assumed to have come before today.)

With some verbs, the /-ka-/ form has a stative meaning and may be used regardless of time:

	zvákánaka	Fine! (i.e. 'things (Cl. 8) are in the state of having become good.')
cf.	-naka	to become good

(For practice in forming the /-ka-/ tense, and in contrasting its tonal patterns with those of the /-no-/ tense, see Groups 1 - 14 of the sentences for systematic practice.)

2. The prefix /-ndo-/ (or /-o-/).

A new prefix is found in the form /kundodzídzísá/, which in some easterly areas is /koodzídzísá/. The prefix /-ndo-/ may occur, as in this example, in the infinitive form of the verb. In this respect it differs from the tense prefixes (/-no-/ , /-ka-/ and others to be met in later lessons). Also, the tense prefixes are mutually exclusive with one another---no two of them may occur together in the same word. The prefix /-ndo-/ may occur with the tense prefixes. There are about seven prefixes which are like /-ndo-/ in these respects. In this book they will be called 'aspect prefixes'.

The basic tone of /-ndo-/, and of most aspect prefixes, is low.

In some of its uses /-ndo-/ corresponds to English 'to go and do something.' In others, it seems to mean that an action is continued longer than might have been expected.

(For practice with /-ndo-/ see Group 17.)

3. The aspect prefix /-zo-/.

A second aspect prefix is illustrated in:

Munózŏiteṇyí?	What will you do?
Ndinózŏenda...	I will go...

This prefix is frequently used when the action referred to is one that took place, or is expected to take place 'but not immediately.'

4. The Shona counterpart of 'ago'.

The Shona way of quantifying the period of time that has elapsed since a certain action is exemplified in the expressions:

mazúvá mātatú akápĕrǎ	three days ago
musí weChína chakápĕrǎ	last Thursday

At the end of each of these phrases is a form of the /-ka-/ tense of this verb /-pérá/ 'to come to an end'. (The low tone of the subject prefix indicates that this is not an indicative form.) More literal translations of the above examples are thus 'three days which ended' and 'Fourth-day which passed away'.

5. Concords used with numerals.

The concordial prefixes used with numerals are like those used with nouns (Unit 4, Note 1). In Manyika this is not true for 'one', however:

mwaná ṃúmwé	(Manyika: /úmwé/)	one child
vaná vāṿirí	two children	
makoré māṿirí	two years	

The word for 'ten' is a noun, with the stem /.kúmí/, singular /gúmí/. It does not change its prefix to agree with the word that it modifies:

vaná gúmí	ten children
makoré gúmí	ten years

(For practice with concordial relationships between nouns and numerals, see Groups 15, 16 of the sentences for systematic practice.)

6. Grammatical points which will not be discussed at this time.

a. ndaṿáną________ I now have________

b. mẉábva (n.b. high tone on second person subject prefix) you having left from

c. ndáṿa pánó (n.b. high tone on subject prefix) I now being here

Sentences for systematic practice.

Group 1. The /-ka-/ tense, first and second person singular subjects, low verbs.

kusvika	Wakásvíka musí weChína heré?	Ndakásvíka musí weChítatú.
kuenda	Wakáénda musí weChína heré?	Ndakáénda musí weChítatú.
kurima	Wakáríma musí weChína heré?	Ndakáríma musí weChítatú.
kuchaira	Wakácháira musí weChína heré?	Ndakácháira musí weChítatú.
kugara	Wakágára apo musí weChína heré?	Ndakágára apo musí weChítatú.

Group 2. Plural subjects.

kusvika	Mẉakásvíka musí weChína heré?	Takásvíka musí weChítatú.
kurima	Mẉakáríma musí weChína heré?	Takáríma musí weChítatú.
kuenda	Mẉakáénda musí weChína heré?	Takáénda musí weChítatú.
kuchaira	Mẉakácháira musí weChína heré?	Takácháira musí weChítatú.
kugara	Mẉakágára apo musí weChína heré?	Takágára apo musí weChítatú.

Group 3. The /-ka-/ tense, third person singular subjects, low verbs.

kusvika	Ẉákásvika apo heré?	Ẉákásvika apo.
kugara	Ẉákágara apo heré?	Ẉákágara apo.
kurima	Ẉákárima apo heré?	Ẉákárima apo.
kuenda	Ẉákáenda apo heré?	Ẉákáenda apo.

Group 4. Plural subjects.

kusvika	Vákásvika apo heré?	Vákásvika apo.
kuenda	Vákáenda apo heré?	Vákáenda apo.
kugara	Vákágara apo heré?	Vákágara apo.
kurima	Vákárima apo heré?	Vákárima apo.

Group 5. The /-ka-/ tense, first and second person singular subjects, high verbs.

kuúyá	Wakáǔyǎ musí weChína heré?	Ndakáǔyǎ musí weChípirí.
kudzídísá	Wakádzǐdzǐsǎ musí weChína heré?	Ndakádzǐdzǐsǎ musí weChípirí.
kuváká	Wakávǎkǎ musí weChína heré?	Ndakávǎkǎ musí weChípirí.
kusándá	Wakásǎndǎ musí weChína heré?	Ndakásǎndǎ musí weChípirí.

Group 6. Plural subjects.

kusándá	Mẉakásǎndǎ musí weChína heré?	Takásǎndǎ musí weChípirí.
kuváká	Mẉakávǎkǎ musí weChína heré?	Takávǎkǎ musí weChípirí.
kuúyá	Mẉakáǔyǎ musí weChína heré?	Takáǔyǎ musí weChípirí.
kudzídzísá	Mẉakádzǐdzǐsǎ musí weChína heré?	Takádzǐdzǐsǎ musí weChípirí.

Group 7. The /-ka-/ tense, third person singular subjects, high verbs.

kuúyá	Ẉákaúyá āpo heré?	Ẉákaúyá āpo.
kuváká	Ẉákaváká āpo heré?	Ẉákaváká āpo.
kudzídzísá	Ẉákadzídzísá āpo heré?	Ẉákadzídzísá āpo.
kusándá	Ẉákasándá āpo heré?	Ẉákasándá āpo.

Group 8. Plural subjects.

kusándá	Vákasándá āpo heré?	Vákasándá āpo.
kuváká	Vákaváká āpo heré?	Vákaváká āpo.
kuúyá	Vákaúyá āpo heré?	Vákaúyá āpo.
kudzídzísá	Vákadzídzísá āpo heré?	Vákadzídzísá āpo.

Group 9. The /-ka-/ tense, first and second person subjects, high and low verbs.

kuenda	Mẉakáénda heré?	Takáénda.
kuúyá	Mẉakáŭ́yắ heré?	Takáŭ́yắ.
kurima	Mẉakáríma heré?	Takáríma.
kuváká	Mẉakávắkắ heré?	Takávắkắ.
kusvika	Mẉakásvíka heré?	Takásvíka.
kusándá	Mẉakásắndắ heré?	Takásắndắ.
kugara	Mẉakágára apo here?	Takágára apo.

Group 10. The /-ka-/ tense, third person subjects, high and low verbs.

kuváká	Vákaváká heré?	Vákaváká.
kusvika	Vákásvika heré?	Vákásvika.
kusándá	Vákasándá heré?	Vakasanda.
kurima	Vákárima heré?	Vákárima.
kudzídzísá	Vákadzídzísá heré?	Vákadzídzísá.
kuenda	Vákáenda heré?	Vákáenda.
kuúyá	Vákaúyá heré?	Vákaúyá.

Group 11. /-ka-/ vs. /-no-/ tenses,high verbs, second person subjects.

kuúyá	Mw̥akáǔyǎ.	Munóúyá.
kuváká	Mẉakávǎkǎ.	Munóváká.
kudzídzísá	Mẉakádzǐdzǐsǎ.	Munódzídzísá.
kusándá	Mẉakásǎndǎ.	Munósándá.
kufámbírá	Mẉakáfǎmbǐrǎ zvikóro.	Munófámbírá zvikóro.

Group 12. Third person subjects.

kudzídzísá	Ẉákadzídzísá.	Ánodzídzísá.
kusándá	Ẉákasándá.	Ánosándá.
kuváká	Ẉákaváká.	Ánováká.
kuúyá	W̥ákaúyá.	Ánoúyá.
kufámbírá	Ẉákafámbírá zvikóro.	Ánofámbírá zvikóro.

Group 13. The /-ka-/ tense vs. the /-no-/ tense, low verbs, second person subjects.

kurima	Mẉakáríma.	Munórǐma.
kuenda	Mẉakáénda.	Munóěnda.
kupetesa	Mẉakápétesa.	Munópětesa.
kuchaira	Mẉakácháira.	Munóchǎira.
kurimisa	Mẉakárímisa.	Munórǐmisa.
kuita	Mẉakáíta basaṇyí?	Munóǐta basaṇyí?

Group 14. Third person subjects.

kurima	Ẉákárima.	Ánórima.
kuenda	Ẉákáenda.	Ánóenda.
kusvika	Ẉákásvika.	Ánósvika.
kuchaira	Ẉákáchaira.	Ánóchaira.
kurimisa	Ẉákárimisa.	Ánórimisa.

Group 15. 'How long?'

	1	2	3
1	posí	zúvá rímwé	mwedzí úmwé
2	pirí	mazúvá māṿirí	mwedzí mīṿirí
3	tatú	mazúvá mātatú	mwedzí mītatú
4	china	mazúvá māna	mwedzí mīna
5	shánǔ	mazúvá mashánǔ	mwedzí mishánǔ
6	tánhatú	mazúvá matánhatú	mwedzí mitánhatú
7	chinomwé	mazúvá mānomwé	mwedzí mīnomwé
8	ruséré	mazúvá maséré	mwedzí miséré
9	pfumbamwe	mazúvá māpfumbamwe	mwedzí mīpfumbamwe
10	gúmí	mazúvá gúmí	mwedzí gúmí

Group 16. 'Ago' Numerals 3-10.

3	Takásvíka mwedzí mītatú yakápĕrǎ.	Takásvíka masóndo matatú akápĕrǎ.
4	Takásvíka mwedzí mīna yakápĕrǎ.	Takásvíka masóndo mana akápĕrǎ.
6	Takásvíka mwedzí mitánhatú yakápĕrǎ.	Takásvíka masóndo matánhatú akápĕrǎ.
7	Takásvíka mwedzí mīnomwé yakápĕrǎ.	Takásvíka masóndo manomwé akápĕrǎ.
8	Takásvíka mwedzí miséré yakápĕrǎ.	Takásvíka masóndo maséré akápĕrǎ.
9	Takásvíka mwedzí mīpfumbamwe yakápĕrǎ.	Takásvíka masóndo mapfumbamwe akápĕrǎ.
10	Takásvíka mwedzí gúmí yakápĕrǎ.	Takásvíka masóndo gúmí akápĕrǎ.

Group 17. The aspect prefixes /-zo-/ and /-ndọ-/.

kudzídísá	Ndinózǒenda { koodzídzísá. kundodzidisa.	Ndinózodzídzísá.
kurima	Ndinózǒenda kundorima.	Ndinózŏrima.
kusándá	Ndinózǒenda kundosándá.	Ndinózosándá.
kuchaira	Ndinózǒenda kundochaira.	Ndinózŏchaira.
kuváká	Ndinózǒenda kundováká.	Ndinózováká.
kuita	Ndinózǒenda kundoita basa.	Ndinózǒita basa.
kufámbírá	Ndinózǒenda kundofámbírá zvikóro.	Ndinózofámbírá zvikóro.

kudzídzísá	Vánózodzídzísá.
kurimisa	Vánózorimisa.
kusándá	Vánózosándá.
kurima	Vánózorima.
kusvika	Vánózosvika.
kuenda	Vánózoenda.

Exercise 18. Read aloud and verify correctness of tones. Then write the tones.

munochaira
ẉakarimisa (3 sg.)
unopetesa (2 sg.)
unodzidzisa (2 sg.)
wakadzidzisa (2 sg.)
vakasanda
vanouya
takauya
tinouya
ndinosanda
ndakasanda
vanoenda

Practice Conversation

You say good morning to a group of children.	Mangwánaní vapwéré.	
		Mangwánani máí.
You ask them how they are.	Mẉarárá heré vanángu?	
		Tarárá zvakánáka.

You ask about their father.	Várǎrǎ heré babá?	
		Áiwá várǎrǎ` zvávó.
You ask where Mr. Musana lives.	Babá Musáná vánógarepí?	
		Vánógara muSakúbva.
You ask what work he does.	Vánóita basaṇyí?	
		Vánóchaira.
You greet a girl as your daughter.	Mangwánaní Mukúnda.	
		Mangwánaní shéwe.
You ask her when she came here.	Wakáúyá` ríni pánó?	
		Ndakáǔyǎ musí wechíshánǔ.
		Ndaánạ mazúvá matánhatú ndáṿa pánó.

1. Use a large calendar which includes at least the last ten days.

a) Tutor asks student when he came here. Student replies, at the same time pointing to the appropriate day on the calendar.

b) Tutor points to a day on the calendar and asks students when he himself arrived. Students reply, 'You arrived__________ago' or 'You arrived last________'.

c) The same kind of drill may be done with weeks and months.

2. Practice asking when a person arrived and how long he will stay (/-gara/). In replying, each student should use at least once each of the time expressions in the supplementary vocabulary for this unit.

UNIT 7

BASIC DIALOGUE

	~kúrú	large, important
A	Mhuri yávó íhǔrǔ.	Their family is large.
A	Ínodá imbá húrú.	It needs a large house.
	-ti	to say, do
B	Ndinóti váchásvika.	I suppose they will get here.
	~nganí	how many?
A	Vána̧ vaná vānganí?	How many children do they have?
	mukómaná (1, 2)	boy
	musíkaná (1, 2)	girl
B	Vakómaná vāvirí nô̧mǔsíkaná.	Two boys and a girl.
B	Vánózogara kwêgǒrê.	They will stay for a year.

Supplementary vocabulary. Three adjectives.

Vánodá imbá húrú.	They want a large house.
Vánodá imbá dí̧ki̧.	~díki /~dóko/~dúku small
Vánodá imbá nhéte.	~téte narrow
Vánodá imbá chená.	~chená white

The forms for Classes 5, 9, and 10 must be learnt separately for each adjective. For these adjectives, they are:

Class 5	Classes 9, 10	Stem (used in all other classes)
gúrú	húrú	~kúrú
díki	díki (or ndíki)	~díki
déte	nhéte	~téte
jená	chená	~chená

Supplementary vocabulary. Time expressions with the /-cha-/ tense.

'They will arrive by and by.'

Váchásvika	garé garé	by and by
	manherú	evening
	mangwáná	tomorrow
	syóndo ríno	this week
	paMugobéra	on Saturday
	paChipirí	on Tuesday

1. The /-cha-/ tense.

A new tense is illustrated in the sentence:

Váchásvika. They will arrive.

The /-cha-/ tense uses the subject prefixes of the /-no-/ tense, Unit 5, Note 1, but the tonal patterns of the /-ka-/ tense, Unit 6, Note 1. Its most usual meaning seems to be 'future', but with some stems it corresponds to English 'still.'

2. The tones of one-syllable verbs.

By far the largest number of Shona verbs have two or more stem syllables. Those with three or more will usually be found to contain one or more derivational extensions in addition to the root. Thus, /-rima/ (two syllables, with root /-rim-/, and /-rimisa/ (three syllables, with root /-rim-/ plus extension /-is-/).

There are a few verbs that have monosyllabic stems. Most of them are high verbs (e.g. /-dá/ ('want, like'). One common monosyllabic verb (/-ti /) is a low verb.

In general, the monosyllabic verbs follow the same tonal rules as do the longer verbs. But some dialect areas which have high tone on first and second person forms of high verbs in the /ka/, /cha/, and /no/ tenses have low tones on the stem syllable of monosyllabic high verbs:

ndinósándá

ndakásándá

but, for the same speakers:

ndinódà

ndakádà

3. Possessive pronouns.

Certain of the possessive pronouns have been encountered already:

mhuri yávó	their family
múpenyú zváké	he's all right
zvángu	as for me
yárǎră` zváyò	it (i.e. /mhuri/ Class 9) slept

The personal possessive pronoun stems are:

	Singular		Plural	
1	-ángù	my	-édú	our
2	-ákó	thy	-ényú	your
3	-áké	his, her	-ávó	their

Note that all of these except the first have high tone on both syllables.

The possessive pronouns for Classes 3 - 18 are:

3	~áwò	7	~áchò
4	~áyò	8	~ázvò
5	~árò	9	~áyò
6	~áwò	10	~ádzò

11	~árwò	15	~ákwò
12	~ákò	16	~ápò
13	~átwò	17	~ákwò
14	~áhwò	18	~ámẉò

Note that the tone of the last syllable is low in each of these stems.

The possessive stems for Classes 3 - 18 may be broken down into:

/-á-/ (possessive) + class concord + /-ò-/

The same analysis may be applied to the personal possessives, except that not all of them end with /o/, and that the first and second person plural stems begin with /e/. It is possible to get around this latter difficulty by assuming nonexistent stems */-idú/ and */-inyú/ for these forms, and then stating a rule that /á/ coalesces with /i/ to become /é/.

The concordial prefixes used before these possessive stems are:

1	w-	10	dz-
2	v-	11	rw-
3	w-	12	k-
4	y-	13	tw-
5	r-	14	hw-
6	#- (i.e. no overt prefix)	15	kw-
7	ch-	16	p-
8	zv-	17	kw-
9	y-	18	mẉ-

Note that a possessive pronoun for Classes 3 - 18 contains two concords, which are independent of one another. The one that begins the word is in agreement with the noun that stands for the thing that is possessed; the one that stands between /-á-/ and /-ò-/ is in agreement with the noun that stands for the possessor:

basa ráyò	her work	(basa (5), mhandara (9))
vaná váchò	its children (i.e. the school)	(vaná (2), chikóro (7))

Sentences for systematic practice.

Group 1. Concord with possessives. Classes 1 and 2.

mwaná	Ánodzídzísá mwaná wédú.
vaná	Ánodzídzísá vaná védú.
mukúnda	Ánodzídzísá mukúnda wédú.
mukóróre	Ánodzídzísá mukóróre wédú.
babá	Ánodzídzísá babá vángu.
máí	Ánodzídzísâ máǐ vángu.

Group 2. Concords with possessives.

imbá	Ndinódâ imbá yángu.
mwaná	Ndinódâ mwaná wángu.
vaná	Ndinódâ vaná vángu.
basa	Ndinódâ basa rángu.
chikóro	Ndinódâ chikóro chángu.

máí	Ndinódâ` máí vángu.
babá	Ndinódâ babá vángu.
mhuri	Ndinódâ mhuri yángu.

Group 3. The /-cha-/ tense. First and second person singular, high and low verbs.

kusvika	Uchásvíka heré?	Ndichásvíka.
kuúyá	Ucháǔyǎ heré?	Ndicháǔyǎ.
kuváká	Uchávǎkǎ heré?	Ndichávǎkǎ.
kurima	Ucharíma heré?	Ndicharíma.
kusándá	Uchásǎndǎ heré?	Ndichásǎndǎ.
kuita	Ucháíta heré?	Ndicháíta.
kugara	Uchágára heré?	Ndichágára.
kuenda	Ucháénda heré?	Ndicháénda.
kudzídzísá	Uchádzǐdzǐsǎ heré?	Ndichádzǐdzǐsǎ.

Group 4. Plural subjects.

kusvika	Muchásvíka ríni?	Tichásvíka manherú.
kuúyá	Mucháǔyǎ` ríni?	Ticháǔyǎ manherú.
kuenda	Mucháénda ríni?	Ticháénda manherú.

kusándá	Muchásăndă` ríni?	Tichásǎndǎ manherú.
kurima	Mucháríma ríni?	Ticharíma manherú.
kuita	Mucháíta ríni?	Ticháíta manherú.

Group 5. The /-cha-/ tense, 3 person, high and low verbs.

kusvika	Vachásvíka musí weMúgobéra.
kusándá	Váchasándá musí weMúgobéra.
kuenda	Váchaenda musí weMúgobéra.
kudzídzísá	Váchadzídzísá musí weMúgobéra.
kurima	Vácharima musí weMúgobéra.
kuúyá	Váchaúyá musí weMúgobéra.
kurimisa	Vácharimisa musí weMúgobéra.

Group 6. The /-cha-/ tense vs. the /-no-/ tense.

	'I come every day.'	'I will come tomorrow.'
kuúyá	Ndinóúyá mazúvá ǫ́sé(ésé).	Ndicháǔyǎ mangwáná.
kuita	Ndinóǐta mazúvá ǫ́sé(ésé).	Ndicháíta mangwáná.
kusándá	Ndinósándá mazúvá ǫ́sé(ésé).	Ndichásǎndǎ mangwáná.
kurima	Ndinórǐma mazúvá ǫ́sé(ésé).	Ndicháríma mangwáná.
kudzídzísá	Ndinódzídzísá mazúvá ǫ́sé(ésé).	Ndichádzǐdzǐsǎ mangwáná.

kuchaira	Ndinócháira mazúvá ǫ́sé(ésé).	Ndichácháira mangwáná.
kufambira	Ndinófámbírá zvikóro mazúvá ǫ́sé(ésé).	Ndicháfǎmbǐrǎ zvikóro mangwáná.

Group 7. Certain time expressions with the /-cha-/ tense.

	Áchadzídzísǎ kwêgǒrê.
mwedzí	Áchadzídzísǎ kwǫ̂mwĕdzî.
kurimisa	Áchárimisa kwǫ̂mwĕdzî.
sṿóndo	Áchárimisa kwésṿóndo.
kufámbírá	Áchafámbírá zvikóro kwésṿóndo.
goré	Áchafámbírá zvikóro kwêgǒrê.
kuita basa	Ácháita basa kwêgǒrê.
sṿóndo	Ácháita basa kwésṿóndo.
kusándá	Áchasánda kwésṿóndo.
mwedzí	Áchasánda kwǫ̂mwĕdzî.
kuweza	Ácháweza kwǫ̂mwĕdzî.

Oral reading practice.

Read aloud, supplying the tones on words that are not already marked. When the tones are correct, write them in the text. Finally, retell the paragraph in your own words, and answer the tutor's questions on it.

Baba naMai Shumba vaną vana vatatu.

Vakomana vaṿiri nǫ̂mǔsíkàná.

Vanoita basa mangwanani nệmǎsíkàtí.

Vachauya kugara pano kwộmwědzî mitatu.

Vanoda kudzidzisa kurima nọkúwēza.

Vachadzidzisa mhandara nạmájahá.

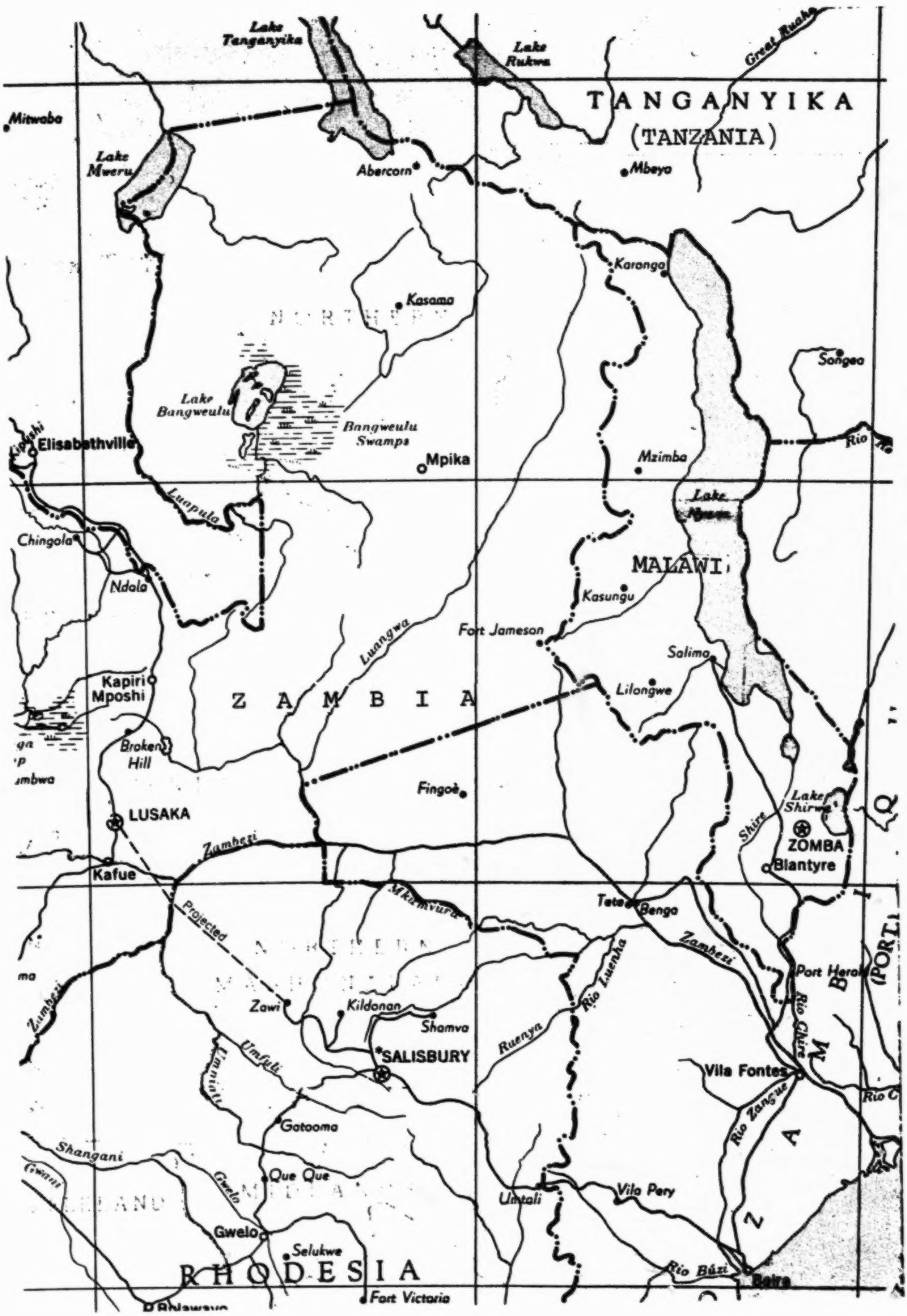
Ndinoti vachagara patyo nêchǐkóro chedu.

Practice conversation.

You ask how many children Mr. and Mrs. Shumba have,	Babá naMáí Shúmba vánạ vaná vānganí?	
		Vánạ vaná vātatú.
and where they live,	Vánógara pápǐ?	
		Vánógara muSakúbva.
and what kind of work they do.	Vánosándá bāsanỵí?	
		Vánofámbírá zvikóro. Ndinóti váchásvika pánó mangwáná.
You ask whether they will stay for a week.	Vánózogara kwésṿóndo heré?	
		Húnde, vánózogara kwésṿóndo.

Free conversation.

Describe your own family, and several other families, telling as much about them and their future plans as you can within the vocabulary and the grammar which you have met so far.


Lake Tanganyika
Lake Rukwa
Great Ruaha
TANGANYIKA
(TANZANIA)
Mitwaba
Lake Mweru
Abercorn
Mbeya
Karonga
Kasama
Songea
Lake Bangweulu
Bangweulu Swamps
Elisabethville
Mpika
Mzimba
Rio
Lake Nyasa
Luapula
Chingola
MALAWI
Ndola
Kasungu
Fort Jameson
Luangwa
Salima
Kapiri Mposhi
Z A M B I A
Lilongwe
Broken Hill
Fingoè
Lake Shirwa
LUSAKA
Shire
ZOMBA
Zambezi
Blantyre
Kafue
Tete
Benga
Mkumvura
Projected
Zambezi
Port Herald
(PORT
Rio Luenha
Zawi
Kildonan
Shamva
Rio Chire
Ruenya
SALISBURY
Umfuli
Vila Fontes
Umniati
Rio Zangue
Gatooma
Shangani
Gwelo
Que Que
Umtali
Vila Pery
Gwelo
Selukwe
RHODESIA
Rio Búzi
Beira
Fort Victoria
Bulawayo

UNIT 8

BASIC DIALOGUE

A	Chíṇyi cheúngadą́?	What would you like? ('It is what which you would like?')
	símbi (9, 10)	an iron for clothing
B	Iní ndingádą símbi.	I'd like an iron.
	chitóro (7, 8)	store
B	Ndicháénda kuchitóro.	I will go to the store.
A	Ndingáéndąwó newé heré?	May I go with you?
B	Hóngu, tingáéndą.	Yes, we may go [together].
	ngúvá (9, 10)	time
A	Tingáéndą ngúvâṇyǐ?	What time can we go?
B	Tingáéndą zvédú masíkatí.	We can go in the afternoon.

Supplementary vocabulary. The personal pronouns.

iní	I	isú	we
iwé	you (sg.)	imẉí	you (pl. or honorific)
íye	he, she	ívo	they

Supplementary vocabulary. Articles that one might want from a store.

Ndingádą símbi.	(9, 10)	an iron
Ndingádą chigěrǒ.	(7, 8)	scissors
Ndingádą munyú.	(3)	salt
Ndingádą shúka.	(9)	sugar

Ndingádą zingwa.	(5, 6)	bread
Ndingádą parafíni.	(9)	kerosene
Ndingádą máchisi.	(9, 10)	match
Ndingádą sípo.	(9, 10)	soap
Ndingádą mbéú.	(9, 10)	seed

Supplementary vocabulary. Places where one might go.

'I will go to a beer drink.'

Ndicháénda ku-	mahéu.	(6)	sweet beer
	jangano.	(5, 6)	communal labor
	basa	(5, 6)	work
	mushá	(3, 4)	home
	dhíbhi	(5, 6)	dip tank
	chéchi	(9, 10)	church
	jana	(5, 6)	herding of cattle
	munda	(3, 4)	field
	mitámbó	(3, 4)	games
	gádheni	(5, 6)	garden
	rwizí	(11)	river
	ndwizí	(10)	rivers
	tsíme	(9, 10)	well
	dangá	(5)	cattle kraal (plural is matangá (6)

1. The /-nga-/ tense.

Examples of a new prefix are found in:

Ndingádą símbi.	I'd like an iron.
Ndingáéndąwó newé heré?	May I go with you?
Tingáéndą masíkatí.	We can go in the afternoon.

In some important dialects of Shona, the final vowel of an affirmative form that contains /-nga-/ is /e/ and not /a/: /ndingádê/ etc.

The /-nga-/ tense uses the same subject prefixes as the /-no-/ and /-cha-/ tenses, and the same tonal patterns as the /-cha-/ and /-ka-/ tenses.

Forms with /-nga-/ have a 'potential' meaning, which is often translated into English by use of one of the modals 'can', 'may', 'might'. It may also be used in stating a desire, in order to give obliqueness to a request. The first of the above examples illustrates this use.

With respect to their meanings, forms with /-nga-/ are then quite unlike what are usually called 'tenses' and much more like what linguists call 'modes' or 'moods'. This book speaks of 'the /-nga-/ tense' rather than 'the /-nga-/ mood' because /-nga-/ occurs in the same slot as /-no-/, /-cha-/, and /-ka-/ and is mutually exclusive with them, and because the meanings of these three prefixes do have to do with time.

A note on strong adjectives.

The student has already met two different types of words which show concordial agreement with nouns. Each category--possessives and subject prefixes--has some kind of prefix corresponding to each of the noun classes. But the precise form of the prefix for any given class may not be identical with the form of the prefix for that same class as it appears with the nouns themselves. Thus, the subject prefix for Class 1 is /a- /, the prefix used with possessives is /w- /, but the noun itself in the same class has /mu-/.

There is one group of words which have class prefixes of exactly the same form as the nouns. These words, which number only about two dozen altogether, are called 'strong adjectives.' Four of the most frequent strong adjectives were met in the supplementary vocabulary for Unit 7. For practice in using them, see Groups 8 and 9 of the systematic practice materials.

Reported speech after /-ti-/.

In English and in other European languages, one may report what has been said in either of two ways:

He said he wanted to go. (Indirect quotation)

He said, 'I want to go.' (Direct quotation)

'Direct' and 'indirect' quotations differ in a number of ways: (1) the punctuation of the written form, and the use of pause and intonation in the spoken form; (2) the change in tense of the verb; (3) the use of a third person subject 'he' for the verb 'want' in the indirect quotation, as contrasted with the preservation of the original subject ('I') in the direct quotation.

In speaking Shona, one does not have this set of choices. Shona quotation is of the direct type.

Ndinódâ kuenda. (Original sentence)

Ẉákáti ndinódâ kuenda. (Same speech event as reported a day or more later by someone else.)

For practice in the use of reported speech, see Group 10 of the sentences for systematic practice.

1. Correlation of subject pronouns with subject prefixes.

'What time may I go?'

iní	Iní ndingáéndạ ngúvâṇyǐ?
iwé	Iwé ungáéndạ ngúvâṇyǐ?

íye	Íye ángáendą ngúvâṇyǐ?
isú	Isú tingáéndą ngúvâṇyǐ?
imẉí	Imẉí mungáéndą ngúvâṇyǐ?
ívo	Ívo vángáendą ngúvâṇyǐ?

2. Examples of the /-nga-/ tense with persons and numbers, high and low verbs.

	'Can we go with you?'
kuenda newé	Tingáéndą newé heré?
ívo	Vángáendą newé heré?
kurima munda	Vángárimą munda heré?
íye	Ángárimą munda heré?
kusándá muófisi	Ángasándą́ muófisi heré?
imẉí	Mungásǎndą̌ muófisi heré?
kuenda kuchikóro	Mungáéndą kuchikóro heré?
iwé	Ungáéndą kuchikóro heré?
kuúyá	Ungáǔyą̌ kuchikóro heré?

3. One syllable high verb, first and second vs. third persons.

	'What [kind of] soap do you want?'	'I want a small bar.'
iwé	Unóda síponyí?	Ndinóda sípo díki.
imẉí	Munóda síponyí?	Tinóda sípo díki.
íye	Ánodá síponyí?	Ánodá sípo díki.
ívo	Vánodá síponyí?	Vánodá sípo díki.

4. The tones of high verbs with monosyllabic vs. disyllabic stems.

	'I want to come.'	'I will come tomorrow.'
iní	Ndinódâ kuúyá.	Ndicháŭyǎ mangwáná.
isú	Tinódâ kuúyá.	Ticháŭyǎ mangwáná.
íye	Ánodá kuúyá.	Áchaúyá mangwáná.
ívo	Vánodá kuúyá.	Váchaúyá mangwáná.
babá	Babá vánodá kuúyá.	Váchaúyá mangwáná.
máí	Máí vánodá kuúyá.	Váchaúyá mangwáná.

5. The infinitive vs. the /-no-/ tense.

	'We want to build a house.'	'We will build houses.'
isu	Tinódâ kuváká imbá.	Tinóváká dzimbá.
babá	Babá vánodá kuváká imbá.	Babá vánováká dzimbá.
majahá	Majahá ánodá kuváká imbá.	Majahá ánováká dzimbá.
vafúndísi	Vafúndísi vánodá kuváka imbá.	Vafúndísi vánováká dzimbá.
íye	Íye ánodá kuváká imbá.	Íye ánováká dzimbá.
ívo	Ívo vánodá kuváká imbá.	Ívo vánováká dzimbá.

6. Agreement of numerals with nouns: 'one' and 'two'

	'I'd like one iron.'	'I'd like two irons.'
símbi	Ndingádą símbi ímwé.	Ndingádą símbi mbirí.
máchisi	Ndingádą máchisi ímwé.	Ndingádą máchisi mbirí.
sípo	Ndingádą sípo ímwé.	Ndingádą sípo mbirí.
chigěrǒ	Ndingádą̂ chigěrǒ chímwé.	Ndingádą zvigěrǒ zviṿirí.
zingwa	Ndingádą̂ zingwa rímwé.	Ndingádą mazingwa maṿirí.

7. Agreement of numerals with nouns: 'how many' and 'three'.

	'How many irons would you like?'	'I'd like three irons.'
símbi	Mungádą símbi nganí?	Ndingádą símbi nhatú.
máchisi	Mungádą máchisi nganí?	Ndingádą máchisi nhatú.
sípo	Mungádą sípo nganí?	Ndingádą sípo nhatú.
zvigěrǒ	Mungádą zvigěrǒ zvinganí?	Ndingádą zvigěrǒ zvitatú.
mazingwa	Mungádą mazingwa manganí?	Ndingádą mazingwa matatú.

8. Agreement of a strong adjective with nouns.

	'We live in a large town.'
guta	Tinógǎra muguta gúrú.
imbá	Tinógǎra muimbá húrú.
mushá	Tinógǎra mumushá mukúrú.
hóspitari	Tinógǎra muhóspitari húrú.
gomo	Tinógǎra mugomo gúrú.

9. 'He works in a large town.'

guta	Ánosándá mūguta gúrú.
hóspitari	Ánosándá muhóspitari húrú.
chitóro	Ánosándá mūchitóro chikúrú.
chikóro	Ánosándá pāchikóro chikúrú.
munda	Ánosándá mūmunda mukúrú.
gádheni	Ánosándá mugádheni gúrú.
chéchi	Ánosándá pachéchi húrú.

10. Reported speech.

	Ácháenda kuófisi.	He will go to the office.
iní	Ndakáti ácháenda kuófisi.	I said he would go to the office.
ívo	Vákáti ácháenda kuófisi.	They said he would to go the office.
íye	Ẉákáti ndicháénda kuófisi.	He said he would go to the office.

	Ánógara patyo.
iní	Ndakáti ánógara patyo.
ívo	Vákáti ánógara patyo.
íye	Ẉákáti ndinógára patyo.

	Váswéra zvirínáne.
iní	Ndakáti váswéra zvirínáne.
íye	Wákáti váswéra zvirínáne.
ívo	Vákáti taswéra zvirínáne.

Practice conversation.

You ask where the little boys went.	Vakómaná vadíki vákáendepí?	
		Ríni?
(The day you had in mind was Monday.)	Musumbunuko.	
		Vákáenda kudhíbhi.

Reading selections. Read aloud, and check the accuracy of the tones. Then write the tone marks in. Finally, translate and answer questions about it in Shona.

Vasikana vanoenda kumunda here?

Vachaenda masikati.

Vakomana vanoita basanyi?

Vachaenda kugadheni.

Vangazosvika kudanga here?

Hunde.

Imba yenyu ihuru here?

Hunde ihuru.

Munogara seṇyi pano?

Tinogara zvakanaka.

Mungasviką pano manheru here?

Tingasviką Chipiri manheru.

Free Conversation.

Use the /-nga-/ tense in asking and giving permission to do various things. Include requests for permission to go to each of the places included in the supplementary vocabulary for this unit.

UNIT 9

BASIC DIALOGUE

	-rí	am, is, are
	-téngésá	to sell
	hobó (5, 6)	banana
A	Ndirí kuténgésá māhobó.	I am selling bananas.
	ṃarí (9)	money
B	Ánóita maríṇyi?	How much are they?
	tíki (9, 10)	three penny piece
A	Ndinóǐta matatú tíki.	I sell three for a tickey.
	-nyanya	to be excessive
	kani	(a politely emphatic interjection)
B	Ah! murí kūnyanya kani.	Oh, you're too high.
A	Zvákánaka mungáítą mana.	All right, you can have ('do') four.
	dázeni (5, 6)	dozen
B	Ndingáǒną̌ madázeni maṿirí.	I'll take ('I may get') two dozen.
A	Aya ári pánó.	Here they are.
	kubvani	then, so
B	Kubvani marí yényú īyi.	Then here's your money.
	mwazvíịtá	thank you ('you have done it')

	-siya	to leave
A	Mẉazvítá, tamúsíyá.	Thank you. Good bye. ('we have left you')

Supplementary vocabulary.		Coins.	
Ánóita	tíki	(9, 10)	three pence
	sisi/susupénzi	(9, 10)	six pence
	shereni	(9, 6)	shilling
	háfupéni	(5, 6)	halfpenny
	kóbiri	(5, 6)	penny
	mashereni mairí		two shillings
	háfukoróni	(9, 6)	half crown
	chishánŭ	(7, 8)	five shillings
	mbofána	(9, 10)	ten shilling note
	pŏndo	(9, 10)	pound sterling

Answers to /murí kūitenyí?/:

Ndirí kunyórá.	to write
Ndirí kūbika.	to cook
Ndirí kūverenga.	to read, count
Ndirí kutámbá.	to play
Ndirí kūgeza.	to wash
Ndirí kūbereka mwaná.	to carry a child on the back
Ndirí kūrera mwaná.	to care for a child
Ndirí kūdirira mbéú.	to water seeds

Ndirí kusímá māruva.	to transplant flowers
-símá	to transplant
ruva (5, 6)	flower
Ndirí kutémá mití.	to cut trees
-témá	to cut
mutí (3, 4)	tree, medicine, wood
Ndirí kuvádzá`húní.	to split firewood
-vádzá	to split (transitive)
húní (9, 10)	piece of firewood
Ndirí kuténgá pārafíni.	to buy kerosene
-téngá	to buy
parafíni (9)	kerosene

1. The verb stem /-rí /.

The basic dialogue for this unit contains the forms /ndirí/ (first person singular), /murí/ (second person singular), and /árí/ (Class 6, with second high tone lowered before the initial high tone of the following word, cf. Unit 1 Note 8). The stem /-rí / is unusual in two ways: (1) it ends with the vowel /-i/ instead of /-a/; (2) it does not combine with the tense prefixes. Because it does not have all the kinds of forms that other verbs have, it is called 'defective.' With respect to its meaning, /-rí / corresponds in many respects to English 'am, is, are'.

(For practice, see Groups 4, 5, and 8)

2. Infinitives after /-rí /.

In one of its very common uses, /-rí / precedes the infinitive of other verbs:

Ndirí kuténgésá māhobó. I'm selling bananas.

This construction is usually best translated into English with the present progressive ('is____ing') tense, as in the above example. But there may be some areas of Rhodesia where the construction /-rí / plus the infinitive of a given verb is interchangeable with the /-no-/ tense of the same verb.

(For practice, see Group 8.)

3. The enclitic /--ṇyi/.

Compare the sentences:

Ánóita maríṇyi?	How much ('what money') are they?
Unóìta basaṇyí?	What work do you do?
Murí kūiteṇyí?	What are you doing?

The final syllable in each of these sentences is pronounced either /-yi / (westerly) or /-nyi / (easterly). It is not a separate word, but is pronounced together with whatever precedes it. This means that it is the syllable before /--nyi/ that gets the penultimate accent (Unit 1, Note 1). So for example, in the sentence:

Ndirí kūita basa. I'm working.

the syllable that is accented is /ba/, but in

Urí kūita basaṇyí? What work are you doing?

the accented syllable is /sa/.

After a low tone, the tone of /--ṇyi/ is high: /basaṇyí/. After a single high tone, the tone of /--ṇyi/ is low: /maríṇyì/. After two consecutive high tones, some dialects have low tone on /--ṇyi/, while others have high tone on /--ṇyi/ but low tone on the syllable that precedes it:

/ngúváṇyì/ or /ngúvàṇyí/

(For practice, see Groups 3, 6, 7, 8.)

4. Proximal and distal demonstratives.

In the sentences:

Aya ári pánó.	These are here.
Marí yényú īyi.	This [is] your money.

the forms /aya/ (Cl. 6) and /iyi/ (Cl. 9) are examples of forms which will be called PROXIMAL DEMONSTRATIVES, and which correspond closely to English 'this, these'. Demonstratives may be used in positions where one usually finds nouns, as in the above examples, or they may be used as modifiers of nouns:

aya mahobó	these bananas
iyi marí	this money
ichi chikóro	this school

The proximal demonstratives for the concordial classes of Shona are given below in the left hand column. The forms in the right hand column are DISTAL DEMONSTRATIVES, corresponding to English 'that/those over there'.

	PROXIMAL	DISTAL
1	uyu	uyo
2	ava	avo
3	uyu	uyo
4	iyi	iyo
5	iri	iro
6	aya	ayo
7	ichi	icho
8	izvi	izvo
9	iyi	iyo
10	idzi	idzo

11	urwu	urwo
12	aka	ako
13	utẉu	utẉo
14	uhẉu	uhẉo
15	uku	uko
16	apa	apo
17	uku	uko
18	umu	umo

Note that the distals are like the proximals except that they have /-o/ as the final vowel.

Note also that the word /apo/, which has already been learned with the meaning 'there', is simply the distal demonstrative for Class 16. In the same way, /apa/ is often translated with 'here', /umu/ with 'in here' and /umo/ with 'in there'.

(For practice, see Groups 1-3.)

1. Demonstratives with nouns of various classes.

	'Do you want/like this banana?'	'I want/like that one.'
hobó	Unódâ iri hobó heré?	Ndinódâ iro.
mahobó	Unódâ aya mahobó heré?	Ndinódâ ayo.
munda	Unódâ uyu munda heré?	Ndinódâ uyo.
minda	Unódâ iyi minda heré?	Ndinódâ iyo.
parafíni	Unódâ iyi parafíni heré?	Ndinódâ iyo.
shúka	Unódâ iyi shúka heré?	Ndinódâ iyo.
munyú	Unódâ uyu munyú heré?	Ndinódâ uyo.

sípo	Unódâ iyi sípo heré?	Ndinódâ iyo.
símbi	Unódâ iyi símbi heré?	Ndinódâ iyo.
chikóro	Unódâ ichi chikóro heré?	Ndinódâ icho.
zvikóro	Unódâ izvi zvikóro heré?	Ndinódâ izvo.
chitóro	Unódâ ichi chitóro heré?	Ndinódâ icho.
zvitóro	Unódâ izvi zvitóro heré?	Ndinódâ izvo.
chéchi	Unódâ iyi chéchi heré?	Ndinódâ iyo.
vapwéré	Unódâ ava vapwéré heré?	Ndinódâ avo.
mupwéré	Unódâ uyu mupwéré heré?	Ndinódâ uyo.
vafúndísi	Unódâ ava vafúndísi heré?	Ndinódâ avo.
mufúndísi	Unódâ uyu mufúndísi heré?	Ndinódâ uyo.

2. Concord between proximal demonstrative and noun. Singular vs. plural.

	'How much is this banana?'	'How much are these bananas?'
hobó	Iri hobó rínóita maríṇyi?	Aya mahobó ánóita maríṇyi?
sípo	Iyi sípo ínóita maríṇyi?	Idzi sípo dzínóita maríṇyi?
húní	Iyi húní ínóita maríṇyi?	Idzi húní dzínóita maríṇyi?
chigěrŏ	Ichi chigěrŏ chínóita maríṇyi?	Izvi zvigěrŏ zvínóita maríṇyi?
símbi	Iyi símbi ínóita maríṇyi?	Idzi símbi dzínóita maríṇyi?
zingwa	Iri zingwa rínóita maríṇyi?	Aya mazingwa ánóita maríṇyi?
imbá	Iyi imbá ínóita maríṇyi?	Idzi dzimbá dzínóita maríṇyi?

3. Demonstratives with nouns of various classes.

	'How much is this banana?'	'It is one penny.'
hobó	Iri hobó rínóita maríṇyi?	Rínóita kóbiri.
mahobó māna	Aya mahobó māna ánóita maríṇyi?	Ánóita makóbiri mana.
símbi	Iyi símbi ínóita maríṇyi?	Ínóita chishánŭ.
símbi ina	Idzi símbi ina dzínóita maríṇyi?	Dzínóita pŏndo.
sípo	Iyi sípo ínóita maríṇyi?	Ínóita shereni.
sípo ina	Idzi sípo ina dzínóita maríṇyi?	Dzínóita mashereni mana.
chigĕrŏ	Ichi chigĕrŏ chínóita maríṇyi?	Chínóita mashereni mairí.
zvigĕrŏ zvina	Izvi zvigĕrŏ zvina zvínóita maríṇyi?	Zvínóita mashereni maséré.
húní	Idzi húní dzínóita maríṇyi?	Dzínóita háfukoróni.

4. Personal subject prefixes with /-rí-/.

	'Where are you?'	'I'm here.'
iwé	Urípi?	Ndirí pánó.
imẉí	Murípi?	Tirí pánó.
íye	Áripí?	Ári pánó.
ívo	Váripí?	Vári pánó.

5. Use of location-words after /-rí/.

	'Are the children in the house?'
mumbá	Vaná várí mumbá heré?
chéchi	Vaná várí muchéchi heré?
gádheni	Vaná várí mugádheni heré?
hóspitari	Vaná várí muhóspitari heré?
patyo	Vaná várí pātyo heré?
gomo	Vaná várí mūgomo heré?
munda	Vaná várí mūmunda heré?
dangá	Vaná várí mūdangá heré?
pánó	Vaná váríˋpánó heré?
kúre	Vaná váríˋkúre heré?

6. Questions with /--ṇyi/ after a low verb.

'What does Father do on ('in') the mountain?' 'He cuts trees.'

Babá vánóiteṇyí mūgomo?

Vánotémá mití.

Babá vánóiteṇyí mugádheni?

Vánódirira mbéú.

Máí vánóiteṇyí kūmushá?

Vánóbika.

Vanhu vánóiteṇyí kūjangano?

Vánováká imbá.

Vanhu vánóiteṇyí kūmahéu?

Vánórima.

7. Questions with /--ṇyi/ after a high verb.

	'What did you sell?'	'I sold an iron.'
iwé	Wakátĕngĕseṇyí?	Ndakátĕngĕsă` símbi.
imẉí	Mẉakáténgéseṇyí?	Takátĕngĕsă` símbi.
íye	Ẉákaténgéseṇyí?	Ẉákaténgésă` símbi.
ívo	Vákaténgéseṇyí?	Vákaténgésă` símbi.

8. Questions with /--ṇyi/, high and low verbs.

	'What are you selling?'	'I'm selling salt.'
kuténgésá	Urí kuténgéseṇyí?	Ndirí kuténgésá munyú.
kuita	Urí kūiteṇyí?	Ndirí kūita basa rángu.
kurima	Urí kūrimeṇyí?	Ndirí kūrima mbéú.
kugeza	Urí kūgezeṇyí?	Ndirí kūgeza mwaná.
kutémá	Urí kutémeṇyí?	Ndirí kutémá mutí.
kudirira	Urí kūdirirenyí?	Ndirí kūdirira mbéú.
kuvádzá	Urí kuvádzeṇyí?	Ndirí kuvádzá` húní.

Practice conversations.

You ask where the children are,	Vaná váripí?	
		Várí kugádheni.
and what they are doing.	Várí kúīteṇyí?	
		Várí kūdirira mbéú.

You want to know where the garden is,	Gádheni rírìpí?	
		Rírí chīnhambo.
and when the children will come back.	Vánoúya ríni?	
		Váchaúyá masíkatí.

You ask a child what he is selling here.	Urí kuténgéseṇyí pánó?	
		Ndirí kuténgésǎ̀ sípo.
You ask how much this white soap is,	Iyi sípo chená ínóita maríṇyi?	
		Iyi ínóita shereni.
and ask for some.	Ndingáǒnạ̌ chená heré?	
		Zvákánaka.

Reading exercise. Read aloud, verify and write tones, translate, and answer questions in Shona about the content.

Uri kuitenyi mujaha?

Ndiri kutenga shuka.

Vasikana vari kutengeṇyi?

Vari kutenga mahobo.

Vana vari kuiteṇyi pano?

Vari kutenga parafini.

Baba Shumba vari kuiteṇyi pano?

Vari kutenga simbi.

Free Conversation.

Using real fruits and vegetables if they are available, practice pricing and buying various kinds of food.

UNIT 10

BASIC DIALOGUE

Masíkatí chīrombówe.	Good day!
Masíkatí.	Good day.
-tsvaka	to look for, seek
aní (pl. vanáaní)	who?
Murí kūtsvaka aní?	Who are you looking for?
Ndirí kudá Babá Mukáráti.	I need Mr. Mukarati.
Ah! Ẉáénda kwáMutáre.	Oh! He went to Umtali.
Mẉaídeṇyí kwáwári?	What did you want of him?
-taura	to speak
Ndaídâ kutaura navó.	I wanted to talk with him.

Supplementary vocabulary. Some important place-names in Rhodesia.

kwáMutáre	to/at	Umtali
kuHaráre	to/at	Salisbury
kuMaróndera	to/at	Marandellas
kuGatóma	to/at	Gatooma
kuKwékwe	to/at	Que Que
kuGwerú	to/at	Gwelo
kuBhurúwayo	to/at	Bulawayo
kuChipínga	to/at	Chipinga

Supplementary vocabulary. Three time expressions suitable for use with the hodiernal tense.

Ẉáénda mangwánaní áno.	this morning
Ẉáénda chinhambwe.	a short time ago
Ẉáénda mambákwedzá.	dawn

1. The /-i-/ tense.

Examples of a new prefix are found in:

Mẉaídeṇyí?	What did you want?
Ndaída kutaura navó.	I wanted to talk with him.

Forms that contain this prefix may be said to be in the /-i-/ tense. The subject prefixes are the same as those used in the /-ka-/ tense (Unit 5 , Note 1 , List 2), but the tones are those of the /-no-/ tense (Unit 5 , Note 1).

With regard to meanings and English translation equivalents, the uses of /-i-/ fall into two major groups. First, and central, it its use as past habitual ('I used to ...') (cf. Fortune AGS par. 565). The list of sentences which follow this note illustrate that use. A second and rather frequent use is illustrated in the basic dialogue, where reference is not really to past habitual action, but to a present situation which one wishes to refer to obliquely. In this respect, /-i-/ is reminiscent of /-nga-/ (Unit 8, Note 1), and occasionaly occurs in the same words as /-nga-/.

Ndaíngaḍá....	I would like....

(This is the only instance of two of the so-called tense prefixes occurring together.)

Ndaíĕ̌nda kudhíbhi masóndo ọsé.	I used to go to the dip tank every week.
Váírima ngúvá dzọ́sé.	They used to farm all the time
Ndaígă̌ra muimbá yédú.	I used to live in our house.
Ndaídzídzísá vapwéré goré rakápĕ̌ră̌.	I used to teach children last year.
Ndaíră̌pa mwedzí mītatú yakápĕ̌ră̌.	I used to do medical work three months ago.
Ndaítă̌ura zvakánáka mazúvá ọ́sé.	I used to speak well every day.
Ndaíĕ̌nda kujana ngúvá dzọ́sé.	I used to herd cattle all the time.
Ndaíchă̌ira makoré akápĕ̌ră̌.	I used to drive, years ago.
Ndaírĕ̌ra mwaná mwedzí wakápĕ̌ră̌.	I used to care for a child last month.
Ndaíténgésá māhobó musí weM[illegible]gobéra.	I used to sell bananas on Saturday.

2. The past tense of today. (The 'hodiernal tense'.)

The very first verb forms which occurred in this series of lessons were in the greeting formulae. They were in a tense which did not occur outside of such formulae until this unit, and for this reason it has not been discussed until now. Examples are:

Mẉarárá heré?	Did you sleep (during the past night)?
Váswéra heré?	[How] did they spend the day?
Ẉáénda kwáMutáre.	He went to Umtali.

The subject prefixes are as for the /-ka-/ tense. The tones of the verb stems themselves are as for the /-ka-/ tense also:

mẉaúyá	you came (today)
váŭ̌yă̌	they came (today)

vásvíka	they arrived (today)
ndatáura	I spoke (today)

That is, after high tone, westerly dialects have low tone on the stems of high verbs. Note that with low stems, some dialects have high tone on the first stem syllable only.

Almost without exception, verbs in this tense are used to refer to events that have taken place during the same day or during the preceding night. It may therefore be called the 'past today' tense, or the 'hodiernal' tense (from the Latin word for 'today').

(For practice in forming the hodiernal tense, see Groups 1-8.)

1. Past today, low verbs, first and second person.

'Did you do your work?'	'I did my work.'
Waíta basa rákó heré?	Ndaíta basa rángu.
Waénda kumahéu heré?	Ndaénda kumahéu.
Watáura navó heré?	Ndatáura navó.
Waríma munda here?	Ndaríma munda.
Waréra mwaná here?	Ndaréra mwaná.
Waswéra séṇyi?	Ndaswéra zvirínáne.

2. Hodiernal tense, low verbs, third person.

	'How [well] did he plow?'	'He plowed well.'
kurima	Ẉáríma séṇyi?	Ẉáríma zvakánáka.
kutaura	Ẉátáura séṇyi?	Ẉátáura zvakánáka.
kudirira	Ẉádírira séṇyi?	Ẉádírira zvakánáka.
kugeza	Ẉágéza séṇyi?	Ẉágéza zvakánáka.

3. Hodiernal tense, low verbs, first, second, and third persons.

'When did you arrive?'	'I arrived a short time ago.'
Wasvíka ríni?	Ndasvíka chinhambwe chapérá.
Ẉásvíka ríni?	Ẉásvíka chinhambwe chapérá.
Watáura ríni?	Ndatáura chinhambwe chapérá.
Ẉátáura ríni?	Ẉátáura chinhambwe chapérá.

4. Hodiernal tense, high verbs, first and second persons.

	'Did you cut trees?'	'I cut trees.'
kutémá	Watémá mití heré?	Ndatémá mití.
kusímá	Wasímá māruva heré?	Ndasímá māruva.
kuténgá	Waténgá pārafíni heré?	Ndaténgá pārafíni.
kuténgésá	Waténgésá munyú heré?	Ndaténgésá munyú.
kuóná	Waóná vadzídzísi heré?	Ndaóná vadzídzísi.
kusíyá	Wasíyá mwaná heré?	Ndasíyá mwaná.

5. Hodiernal tense, high verbs, third person.

	'Where did he leave the children?'
(íye)	Ẉásǐyepí vaná?
máǐ	Máǐ násǐyepí vaná?
babá	Babá vásǐyepí vaná?
mujahá	Mujahá ẉásǐyepí vaná?

majahá	Majahá ásĭyepí vaná?
mhandara (sg.)	Mhandara yásĭyepí vaná?
mhandara (pl.)	Mhandara dzásĭyepí vaná?

6. Hodiernal tense, high verbs, third person, subjects in various classes.

ngúvá	Ngúvá yápĕrǎ.	The time is up.
sípo	Sípo yápĕrǎ.	The soap is all gone.
parafíni	Parafíni yápĕrǎ.	The kerosene is all gone.
munyú	Munyú wápĕrǎ.	The salt is all gone.
mahobo	Mahobó ápĕrǎ.	The bananas are all gone.
húní	Húní dzápĕrǎ.	The firewood is all gone.
basa	Basa rápĕrǎ.	The work is finished.

7. Hodiernal tense, high verbs, first and second vs. third person.

	'Where did your son get the scissors?'
kuóná chigĕrŏ.	Mukórore wényú ẉáŏnepí chigĕrŏ?
imẉí	Mẉaónepí chigĕrŏ?
kusíyá mwaná	Mẉasíyepí mwaná?
babá	Babá vásĭyepí mwaná?
kuténgá munyú	Babá vátĕngepí munyú?
iwé	Waténgepí munyú?
muzváré	Muzváré ẉátĕngepí munyú?
imẉí	Mẉaténgepí munyú?

8. High vs. low verbs, hodiernal tense, third person.

	'Did the young man arrive home (today)?'
kusvika	Mujahá ẉásvíka heré kūmushá?
kuúyá	Mujahá ẉáŭyă heré kūmushá?
kuenda	Mujahá ẉáénda heré kūmushá?
kutémá mití	Mujahá ẉátĕmă mití heré kūmushá?
kuita basa	Mujahá ẉáíta basa heré kūmushá?
kubvá	Mujahá ẉábva heré kūmushá?

Practice conversations.

Ask another person what he is doing here.	Urí kūitenỵí pánó?	
		Ndirí kūgeza.
		Iwé urí kūitenỵí?
Reply that you are playing, and ask when he is going to go home.	Ndirí kutámbá̀ zvángu. Unóĕnda ríni kumbá?	
		Ndicháénda masíkatí.
You ask where the other person's cattle kraal is.	Dangá rényú rírípí?	
		Rírí chīnhambo.

When did Father go to the kraal?	Babá váénda ríni kudangá?	
		Váénda mangwánaní.
What is he doing at the kraal?	Várí kūiteṇyí kūdangá?	
		Várí kūita basa.
Is he intending to go to the dip tank?	Várí kudá kūenda kudhíbhi heré?	
		Hóngu vácháenda masíkatí.

Reading Read aloud, verify and mark tones, and learn to take both roles without reference to the printed text.

Mẉakaita basa here Mugobera?

Hóngu, takadirira mugadheni.

Vasikana vakaiteṇyi?

Vakarera vana.

Vakomana vakaiteṇyi?

Vakadirirawó.

Masikati mhandara.

Masikati shewe.

Mẉaswera here?

Aiwa zvitambo.

Vaswera seṇyi murimisi? [murimisi (1, 2) 'agricultural demonstrator']

Ẉaenda kwạMuṫare.

Wanouya rini?

Wánǒzoúyá musi weMusumbunukó.

Free conversation.

Ask and answer questions about what you and others have actually done during the current day or the preceding night.

UNIT 11

BASIC DIALOGUE

	nzira (9, 10)	path, way
A	Nzira ínóenda kúpǐ?	Where does the path go?
B	Ndíyo ìnósvǐka muguta.	This is the [one] that goes to ('arrives in') the village.
	-gúrírá	to cut (for)
A	Hapáná ìnógúrírá heré?	Isn't there a shorter [one]?
B	Iyi ndíyo yàkátónaka.	This is the right [one].
A	Ínósvika ngepáWatsómba heré?	Does it go via Watsomba?
B	Kwázvo, ndíyo iyi.	Oh yes, this is it.

Supplementary vocabulary. Adjectives that may describe a road.

Where is the big road?	muvhá (3, 4) mugwagwa (3, 4)	road
Mugwagwa mukúrú úripí?		
Mugwagwa murefú úripí?	~refú	long, tall
Mugwagwa mupamhí úripí?	~pamhí	wide
Mugwagwa mutètè úripí?	~tètè	narrow
Mugwagwa mupfúpi úripí?	~pfúpi	short
Mugwagwa mutsvá úripí?	~tsvá	new

1. Relative verb forms, affirmative.

Notice the tones on the subject prefixes in these verbs:

Ndíyo nzira ìnósvíka muguta.	That is the path that goes to town.
Ndíyo ìnósvǐka muguta.	That is the one that gets to town.
Hapáná nzira ìnógúrírá heré?	Isn't there a path that is shorter?
Hapáná ìnógúrírá heré?	Isn't there one that is shorter?
Ndíyo yàkánáka.	That is the one that is good.

These verbs are formed just like the third person verbs of the /-no-/ and /-ka-/ tenses that have been met previously, except that they have low tone on their subject prefixes. The corresponding verbs with high tone on the subject prefix were INDICATIVE; an indicative form is one which serves as the main verb in a declarative sentence. The verbs in the examples cited above, with low tone on the subject prefix, are RELATIVE. A relative verb never stands as the main verb in a declarative sentence. Instead, it occupies positions in the sentence which may also be occupied by adjectives or by nouns. English translations, as in all of the above examples, often consist of relative clauses.

Tonally, relative forms are identical with first and second person indicative forms. It follows that there is no audible difference between indicative and relative forms in the first and second persons:

Ndinóběreka mwaná.	I carry the child.
Ndíní ndinóběreka mwaná.	It is I (I) who carry the child.

Relative verbs are also used after /ndíaní/ 'who (is it)?'. [For practice in constructing and using relative verbs, see Groups 1-8 and 10, 11 of the sentences for systematic practice.]

2. Relative verbs as translations for English adjectives.

The supplementary vocabulary for this unit includes a number of adjectives, which are cited in this book with a ~ before the stem. Such adjectives are very few in Shona, numbering about two dozen, depending on the dialect that is being considered. Most adjectival expressions in Shona are in fact relative verbs:

	nzira yàkánáka	a good path ('a path that is good')
compare:	Nzira yákánaka.	The path is good.

3. Concords with /ndí-/.

One of the most frequently used of the constructions that employ relative verbs is one that begins with /ndí-/ plus some concordial element:

Ndíyo yakánáka.	That is the one (Class 9) that is good.

Translations for /ndíyo/ are 'it is that', or 'that is the one.'

The concordial element of one of these third person forms, Classes 2-18, is identical with the last part of the distal demonstrative (Unit 9, Note 4), or of the possessive pronoun (Unit 7, Note 3.), except for Classes 3 and 6.

The first and second person forms are:

ndíní	ndísú (tísú)
ndíwé	ndímẉí
ndíye	ndívo

[For practice with the above forms, see Groups 9-11].

1. Indicative vs. relative, high verbs, /-ka-/ tense.

'They transplanted flowers (before today).'
'They are the ones who transplanted flowers.'

kusímá māruva Vákasímá māruva.

Ndívo vàkásĭmă maruva.

kuvádza húní Vákavádzá` húní.

Ndívo vàkávădză` húní.

kuténgá munyú	Vákaténgá munyú.
	Ndívo vàkátĕngă munyú.
kuúyá kuchéchi	Vákaúyá kuchéchi.
	Ndívo vàkáŭyă kuchéchi.

2. Low verbs.

'They did his work (before today).'
'Who [all] did his work?'

kuita basa	Vákáita basa ráké.
	Ndívanáaní vàkáíta basa ráké?
kusvika kumushá	Vákásvika kumushá.
	Ndívanáaní vàkásvíka kumushá?
kutaura návo.	Vákátaura návo.
	Ndívanáaní vàkátáura návo?
kugeza mwaná	Vákágeza mwaná.
	Ndívanáaní vàkágéza mwaná?
kuenda kurwizí	Vákáenda kurwizí.
	Ndívanáaní vàkáénda kurwizí?
kurera vaná	Vákárera vaná.
	Ndívanáaní vàkáréra vaná?

3. Indicative vs. relative, high verbs, /-no-/ tense.

	'He works in an office.'	'Who works in an office?'
kusándá muófisi	Ánosándá muófisi.	Ndíaní ànósándá muófisi?
kuténgá munyú	Ánoténgá munyú.	Ndíaní ànóténgá munyú?
kuváka dhíbhi	Ánováka dhíbhi.	Ndíaní ànóváka dhíbhi?
kuténgésá mūchitóro	Ánoténgésá mūchitóro.	Ndíaní ànóténgésá mūchitóro?
kufámbírá mhūri	Ánofámbírá mhūri.	Ndíaní ànófámbírá mhūri?
kunyórá zvakánáka	Ánonyórá zvakánáka.	Ndíaní ànónyórá zvakánáka?
kuvádza húní	Ánovádzá húní.	Ndíaní ànóvádzâ húní?
kutémá mutí	Ánotémá mutí.	Ndíaní ànótémá mutí?

4. Indicative vs. relative, low verbs, /-no-/ tense.

	'He lives at the store.'	'Who lives at the store?'
kugara pachitóro	Ánógara pachitóro.	Ndíaní ànógăra pachitóro?

kugeza mumbá	Ánógeza mumbá.	
		Ndíaní ànógěza mumbá?
kurima gádheni	Ánórima mugádheni.	
		Ndíaní ànórǐma mugádheni?
kuenda kutsíme	Ánóenda kutsíme.	
		Ndíaní ànóěnda kutsíme?
kudirira mbéú	Ánódirira mbéú?	
		Ndíaní ànódǐrira mbéú?
kuweza zvakánáka	Ánóweza zvakánáka.	
		Ndíaní ànówěza zvakánáka?
kuchaira zvakánáka	Ánóchaira zvàkánáka.	
		Ndíaní ànóchǎira zvàkánáka?

5. Indicative vs. relative, low verbs, /-ri/ tense.

	'She is cooking.'	'Who is the one who is cooking?'
kubika	Árí kūbika.	Àrí kūbika ndíaní?
kurima	Árí kūrima.	Àrí kūrima ndíaní?
kutaura	Árí kūtaura.	Àrí kūtaura ndíaní?
kuverenga	Árí kūverenga.	Àrí kūverenga ndíaní?
kuweza	Árí kūweza.	Àrí kūweza ndíaní?

6. High verbs.

	'He's coming.'	'Who is the one who is coming?'
kuúyá	Árí kuúyá.	Àrí kuúya ndíaní?
kunyórá	Árí kunyórá.	Àrí kunyóra ndíaní?
kusándá	Árí kusándá.	Àrí kusánda ndíaní?
kudzídzísá	Árí kudzídzísá.	Àrí kudzídzísa ndíaní?
kutámbá	Árí kutámbá.	Àrí kutámba ndíaní?

7. Indicative verbs vs. relative verbs with /ndívanáaní/. High verbs.

	'They are transplanting flowers.'	'Who are transplanting flowers?' ('Those who are transplanting flowers, who are they?')
kusímá māruva	Várí kusímá māruva.	Vàrí kusímá māruva ndívanáaní?
kutémá mití	Várí kutémá mití.	Vàrí kutémá mití ndívanáaní?
kuvádza húní	Várí kuvádzá` húní.	Vàrí kuvádza húní ndívanáaní?
kuténgésá māzingwa	Várí kuténgésá māzingwa.	Vàrí kuténgésá māzingwa ndívanáaní?
kuténgá munyú	Várí kuténgá munyú.	Vàrí kuténgá munyú ndívanáaní?
kuténga shúka	Várí kuténgá` shúka.	Vàrí kuténga shúka ndívanáaní?

8. Low verbs.

	'They are reading.'	'Who are the ones who are reading?'
kuverenga	Várí kūverenga.	Vàrí kūverenga ndívanáaní?
kutaura	Várí kūtaura.	Vàrí kūtaura ndívanáaní?
kurimisa	Várí kūrimisa.	Vàrí kūrimisa ndívanáaní?
kubereka vaná	Várí kūbereka vaná.	Vàrí kūbereka vaná ndívanáaní?
kuenda kuchéchi	Várí kūenda kuchéchi.	Vàrí kūenda kuchéchi ndívanáaní?

9. /ndí~/ with concords of various classes.

	'Is* that your school?'
chikóro	Ndícho chikóro chényú heré?
chigěrǒ	Ndícho chigěrǒ chényú heré?
chitóro	Ndícho chitóro chényú heré?
mushá	Ndíwo mushá wényú heré?
munda	Ndíwo munda wényú heré?
munyú	Ndíwo munyú wényú heré?
marí	Ndíyo marí yényú heré?
shúka	Ndíyo shúka yényú heré?
húní	Ndídzo húní dzényú heré?
dzimbá	Ndídzo dzimbá dzényú heré?
dangá	Ndíro dangá rényú heré?
shereni	Ndíyo shereni yényú heré?

basa	Ndíro basa rényú heré?
mashereni	Ndíwo mashereni ényú heré?
maruva	Ndíwo maruva ényú heré?
mwaná	Ndíye mwaná wényú heré?
mukúnda	Ndíye mukúnda wényú heré?
vaná	Ndívo vaná vényú heré?
vapwéré	Ndívo vapwéré vényú heré?

10. /ndí~/ plus personal pronouns, used with relative forms of high verbs.

	'He builds houses.'	'He is the one who builds houses.'
íye	Ánováká dzimbá.	Ndíye ànóváká dzimbá.
ívo	Vánováká dzimbá.	Ndívo vànóváká dzimbá.
iní	Ndinóváká dzimbá.	Ndíní ndìnóváká dzimbá.
isú	Tinóváká dzimbá.	Tísú tìnóváká dzimbá.
iwé	Unóváká dzimbá heré?	Ndíwé ùnóváká dzimbá heré?
imẉí	Munóváká dzimbá heré?	Ndímẉí mùnóváká dzimbá heré?

11. Low verbs.

	'She carries the child.'	'She is the one who carries the child.'
íye	Ánóbereka mwaná.	Ndíye anóběreka mwaná.
ívo	Vánóbereka mwaná.	Ndívo vanóběreka mwaná.
iní	Ndinóběreka mwaná.	Ndíní ndinóběreka mwaná.

isú	Tinóběreka mwaná.	Tísú tinóběreka mwaná.
iwé	Unóběreka mwaná heré?	Ndíwé unóběreka mwaná heré?
imw̩í	Munóběreka mwaná heré?	Ndímw̩í munóběreka mwaná heré?

Practice conversations.

You ask where his house is.	I̩mbá yákó íripí?	
		I̩mbá yángu írí mūguta.
Is it near?	írí pātyo heré?	
		írí chīnhambo.
Is it large?	íhǔrǔ heré?	
		Húnde íhǔrǔ kwázvo.
Is this the [right] way for me?	Ndíyo nzira yángu heré?	
		Inóěnda kúpi?
The one that goes to town.	Inósvǐka muguta.	
		Ndíyo iyi.
You ask whether there isn't one that goes by Watsomba.	Hapáná ìnósvǐka ngepáWatsómbá heré?	
		Iyi ndíyo inósvǐka.

Oral Reading Practice.

Mhuri yedu inogara muguta.	
Inogara muimba chena.	
Inoita basa zvakanaka.	
Inoenda kuSṿondo.	It goes to [church on] Sunday.
Inoenda kwaMutari mugobera vǫse.	
Inotamba mitạmbo.	mutámbó (3, 4) game
Inofambira kuHosipitare.	It has a connection with the hospital.
Inogara zvakanaka.	

Free conversation.

Collect a number of objects and ask whether each belongs to various individuals.

UNIT 12

BASIC DIALOGUE

	chiShóna (7)	Shona style of speaking or acting.
A	Handítaúrí chiShóna zvakánáka.	I don't speak Shona well.
B	Ah! Unótǎura zvakánáka kwázvo.	Oh, you speak very well.
	mutauro (3, 4)	language
B	Unódzídzíra kúpĭ mutauro wédú?	Where do you study our language.
A	KuNyakatsápá.	At Nyakatsapa.
	-pédzá	to finish
B	Unópédza ríni?	When do you finish?
	-zívá	to know
A	Handízívísí zvakánáka.	I don't know for sure.

Supplementary vocabulary. Names of some languages.

Ánógona kutaura	chiNdevére (7)	Ndebele.
(kugona 'to be able')	chingezi (7)	English
	chirungu (7)	(any) European language
	chiróoróo (7)	Fanagalo, 'Kitchen Kaffir'
	chiraparápa (7)	
	chiPutukézi (7)	Portuguese

1. Negative verbs that correspond to the /-no-/ tense.

The basic dialogue for this unit contains two negative verbs:

Handítaúrí̧ chiShóna zvakánáka.	I don't speak Shona well.
Handízívį́ zvakánáka.	I don't know for sure.

The various affirmative tenses of Shona form their negatives in quite diverse ways. The negative verbs in the above examples correspond to the affirmative forms /ndinótǎura/ and /ndinózívá/.

This set of negative forms begins with the negative prefix /hà-/, followed by the subject prefix with high tone. The first syllable of the stem has its basic tone, low for low verbs and high for high verbs. The next two stem syllables are high for high and low verbs alike. The final vowel of the stem is /-i/ in some dialects, /-e/ in others.

Note however that the stems of the pro-verbs do not adopt the special tonal pattern described above, and that their final vowels do not change.

[For practice in constructing these forms, see Groups 2 - 7 of the sentences for systematic practice.]

1. Infinitive after /-pédzá/.

	'Have you (sg.) finished speaking?'
kutaura	Wapédzá heré kūtaura?
ívo	Vápědzǎ heré kūtaura?
kunyórá	Vápědzǎ heré kunyórá?
imw̥í	Mẉapédzá heré kunyórá?
kubika	Mẉapédzá heré kūbika?

íye	Ẉápĕdză heré kūbika?
kudirira	Ẉápĕdză heré kūdirira?
iwé	Wapédzá heré kūdirira?
kusándá	Wapédzá heré kusándá?

2. Affirmative vs. negative of /-no-/ tense, high verbs.

	'Do you teach every day?'	'I don't teach.'
kudzídzísá	Unódzídzísá mazúvá ǫ́sé heré?	Handzídzísį́.
kusándá	Unósándá mazúvá ǫ́sé heré?	Handísándį́.
kuúyá	Unóúyá mazúvá ǫ́sé heré?	Handíúyį́.
kudzídzírá	Unódzídzírá mazúvá ǫ́sé heré?	Handídzídzírį́.

3. Affirmative vs. negative of /-no-/ tense, monosyllabic high verb.

	'Do you (sg.) want to go with them?'	'I don't want [to].'
iwé	Unódâ kuenda navó heré?	Handídį́.
imẉí	Munódâ kuenda navó heré?	Hatídį́.
íye	Ánodá kūenda navó heré?	Haádį́.
ívo	Vánodá kūenda navó heré?	Havádį́.

4. Negative of /-no-/ tense, low verb.

	'I don't speak Ndebele.'
iní	Handítaúri̦ chīNdevére.
íye	Haátaúrí̦ chīNdevére.
isú	Hatítaúrí̦ chīNdevére.
ívo	Havátaúrí̦ chīNdevére.
iwé	Haútaúrí̦ chīNdevére here?
imẉí	Hamútaúrí̦ chīNdevére here?

5. Affirmative vs. negative, /-no-/ tense, low verb.

'Can I speak?' '	'You can't.'
Iní ndinógǒna heré kūtaura?	Haúgoni̦.
Iwé unógǒna heré kūchaira?	Handígoní̦.
Íye ánógona heré kūchaira?	Haágoní̦.
Isú tinógǒna heré kūrimisa?	Hamúgoní̦.
Ívo vanógona heré kūrimisa?	Havágoní̦.
Iwé unógǒna heré kūtaura chiShóna?	Handígoní̦.
Imẉí munógǒna heré kunyórá?	Hatígoní̦.
Isú tinógǒna heré kutámbá?	Hamúgoní̦.
Vánógona heré kutémá?	Havágoní̦.
Munógǒna heré kusímá māruva?	Hatígoní̦.

6. Affirmative vs. negative of /-no-/ tense, low verbs.

'Do you cultivate the field?'	'I don't ¯(cultivate).'
Unórĭma munda heré?	Handírimí̦.
Unótăura chiPutukézi heré?	Handítaúrí̦.
Unógŏna kuverenga heré?	Handígoní̦.
Unórĭmisa heré?	Handírimísí̦.

7. Negative of /-no-/ tense, high and low verbs.

iní	Handídí̦ kusímá māruva.	I don't want to transplant flowers.
ívo	Havádí̦ kusímá māruva.	They don't want to transplant flowers.
kugona	Havágoní̦ kusímá māruva.	They can't transplant flowers.
kuverenga	Havágoní̦ kūverenga.	They can't read.
íye	Haágoní̦ kūverenga.	He can't read.
kuzívá	Haázíví̦ kūverenga.	He doesn't know how to read.
kuchaira	Haázíví̦ kūchaira.	He doesn't know how to drive.
isú	Hatízíví̦ kūchaira.	We don't know how to drive.
kudá	Hatídí̦ kūchaira.	We don't want to drive.

Questions and answers. The tutor should ask these questions of the students, with the students' books closed. The students should then read the questions aloud, supplying correct tones. Finally, they should write their own answers in the book.

Munovaka here?

Vasikana vanorima here?

__________ anoenda kuchikoro here?

Tinogara mumba here?

Vakomana vanobika here?

Mai vanobereka mwana here?

Vana vanotamba here?

Basa rinopera Mugobera here?

Vanoenda kudanga renyu here?

Unovadza huni here?

Munorapa here?

Munoenda kudhibhi here?

Munoziva murimisi here?

Unofambira chikoro mazuva ǫse here?

Munodzidzisa here?

Munoita basa mazuva ǫse here?

Unotema muti here?

Vana vanodirira mbeu here?

Unogeza mumba here?

Munoweza here?

Practice conversation.

You ask another person what language he speaks.	Unótǎura mutauroṇyí ?	
		Ndinótǎura chirungu kuchikóro.
		Tinótǎura chiShóna kumushá.
You ask whether the children speak a European language in school.	Vapwére vánótaura chirungu heré kūchikóro?	
		Havátaúrí̧ chīrungu.
		Vánótaura chiShóna.

Oral Reading Practice.

Ndiani uri kutaura?

Ndini.

Vapedza here kusanda?

Ndatopedza.

Sara, uri kuiteṇyi?

Ndiri kunyora.

Uri kunyora mutauroṇyi?

Ndiri kunyora chirungu.

Anotaura chiShona zvakanaka here?

Ah! Anotaura zvakanaka kwazvo.

Wakadzidzirepi mutauro wedu?

KuNyakatsapa.

Anopedza rini?

Ndinofunga mwedzi unouya.

Free conversation.

Practice asking and answering questions about what members of the class regularly do. In answering, some of the replies should be negative.

UNIT 13

Basic sentences. Expressions useful in a language class.

-ṇzwá	to hear, feel, perceive, understand
Mẉazvíṇzwá heré?	Do you understand? ('Have you heard it?')
kwéte	no
Kwéte.	No.
Handíná kuzvíṇzwá.	I didn't understand (it).
izwí (5, 6)	voice, word
Nyóráí āya mazwí.	Write these words.
mudzídza (1,2)	student
Ava vadzídza vánobvá Amérika.	These students come from America.
-dzídzá	to learn
Ndinódâ kudzídzá kūtaura chiShóna.	I want to learn to speak Shona.
-pinda	to enter, to surpass
Pindáí.	Come in!
pasí (16)	underneath, floor, ground, the earth
Garáí pasí.	Sit down!
masúre (6)	back, behind
Taúráí mūmasúre mẉángu.	Repeat ('speak') after me.

-isa	to put
bhúku (5, 6)	book
Isáí mabhúku pasí.	Put [your] books down.
Mẉatíṇyi?	What did you say?
Itáizvé.	[Please] repeat.
Taúráizvé.	('Do/speak again.')
~shoma	few, little
Mungátáūrạ zvishoma heré?	(Can you) [please] speak slowly/softly?

1. Past negative indicative.

The basic sentences for this unit contain a past negative form:

Handíná kuzvíṇzwá.	I didn't understand it. (Cl. 8)

The root of this verb is /-nzwá/, the syllable /-zví-/ is an object prefix of Class 8, used without a specific noun antecedent. (Object prefixes will be discussed further in Unit 15.)

The formula for past negatives is: /hà-/ + subject prefix`with high tone + /ná/, + infinitive. These phrases may be used as negative counterparts both for the /-ka-/ tense (past before today) and the hodiernal tense (past today).

This kind of past negative indicative construction is the one that will be used in this book. There are however two other fairly widespread kinds of past negatives that are used in various parts of Mashonaland. One uses the stem /-zi/ in place of /-na/, thus:

handízí kuzvíṇzwá

This negative also may be used as a counterpart of affirmatives in either the /-ka-/ or the hodiernal tense.

A third style of negative uses the negative prefix /-sa-/, alone as a negative of past today (hodiernal), and followed by /-ka-/ as a negative of the /-ka-/ tense:

handísazvíṇzvá

handísákazvíṇzwá

It should be noted that in this set of negatives, unlike the negative of the /-no-/ tense, the final vowel of the stem remains /-a/ and does not become /-ị/.

[For practice with the first of these three types of past negative formation, see Groups 10, 11 of the sentences for systematic practice.]

2. Affirmative imperative verbs.

The basic sentences for this unit contain a number of examples of the plural affirmative imperative form of verbs:

Nyóráí...	Write...!
Taúráí.	Speak!
Garáí pasí	Sit down!

In form, these words consist of the stem of the verb, plus /-i/ (in some dialects /-ṇyi/). The first syllable of a low verb is low; otherwise, stem tones are high. The tone of /-í/ is high in some dialects, low in others. In the imperative, as in the other forms of the verb, the plural form may be used in speaking to one person, as a mark of respect. The singular form of the imperative is like the plural except that it lacks the suffix (/-i/ or /-ṇyi/).

[For practice with affirmative imperative verbs see Groups 2-9.]

3. The enclitic /--zve/.

Compare the forms:

Taúráí.	Speak!
Taúráizvé.	Speak again!
Pindá.	Enter!
Pindázve.	Enter again!
Ẉátáura.	He spoke.
Ẉátáurazvé.	He spoke again.

The tone of /--zve/ is always opposite to the tone of the preceding syllable. The preceding syllable has the same tone that it would have in the corresponding form without /--zve/, unless that form ends with two or more consecutive high tones. When the form without /--zve/ ends with two or more high tones, the syllable before /--zve/ has low tone:

Taúráí vs. Taúráìzvé.

[For practice on this point, see Groups 4, 5.]

1. Concord between noun and possessive; singular vs. plural.

	'Where did you put my book?'	'Where did you put my books?'
bhúku	Waísa bhúku rángu pápĭ?	Waísa mabhúku ángu pápĭ?
hobó	Waísa hobó rángu pápĭ?	Waísa mahobó ángu pápĭ?
sípo	Waísa sípo yángu pápĭ?	*Waísa sípo dzángu pápĭ?
shúka	Waísa shúka yángu pápĭ?	
munyú	Waísa munyú wángu pápĭ?	
marí	Waísa marí yángu pápĭ?	

chigěrǒ	Waísa chigěrǒ chángu pápǐ?	Waísa zvigěrǒ zvángu pápǐ?
tíki	Waísa tíki yángu pápǐ?	Waísa matíki ángu pápǐ?
shereni	Waísa shereni yángu pápǐ?	Waísa mashereni ángu pápǐ?
háfukoróni	Waísa háfukoróni yángu pápǐ?	Waísa mahάfukoróni ángu pápǐ?
mbofána	Waísa mbofána yángu pápǐ?	Waísa mbofána dzángu pápǐ?
húní	Waísa húní yángu pápǐ?	Waísa húní dzángu pápǐ?

2. <u>Hodiernal tense vs. imperative, high verbs.</u>

	'Have you finished you work?'	'Finish your work.'
kupédzá	Mwạpédzá heré bāsa rényú?	Pédzáǐ⃰ basa rényú.
kutémá	Mwạtémá heré mití?	Témáǐ⃰ mití.
kusímá	Mwạsímá heré māruva?	Símáǐ⃰ maruva.
kuvádzá	Mwạvádzá heré húní?	Vádzáǐ⃰\` húní.

[For the meaning of the symbol ⃰, see Unit 1, Note 2.]

3. <u>Low verbs</u>.

kudirira	Mwạdíriˇra heré māruva?	Dirírá⃰i maruva.
kuverenga	Mwạvérěnga heré bhúku?	Veréngá⃰i bhúku.
kurera	Mwạréra heré mwaná?	Rerá⃰i mwaná.
kurima	Mwạríma heré mūnda?	Rimá⃰i munda.

4. Imperative with and without /--zve/, low verbs.

	'Speak.'	'Speak again.'
kutaura	Taúrái̽!	Taúráizvé!
kupinda	Pindái̽!	Pindáizvé.
kuverenga	Veréngái̽!	Veréngáizvé.
kuenda	Endái̽!	Endáizvé.

5. High verbs.

	'Come.'	'Come again.'
kuúyá	Úyái̽!	Úyáizvé.
kuténgá	Téngái̽.	Téngáizvé.
kuténgésá	Téngésái̽.	Téngésáizvé.
kutámbá	Támbái̽.	Támbáizvé.

6. Imperative singular vs. plural.

Téngésá mití yakó.	Téngésái̽ mití yényú.
Pédzá bāsa rákó.	Pédzái̽ basa rényú.
Rerá mwaná wákó.	Rerái̽ mwaná wényú.
Verénga bhúku rákó.	Veréngái bhúku rényú.

7. Imperative singular vs. plural. (Use the number of the possessive as the cue for changing the number of the verb.)

	Téngésái⃰ mití yényú.
yákó	Téngésá mití yákó.
kupédzá basa	Pédzá basa rákó.
rényú	Pédzái⃰ basa rényú.
kurera mwaná	Rerái⃰ mwaná wényú.
wákó	Rerá mwaná wákó.
kuverenga mabhúku	Verénga mabhúku ákó.
ényú	Veréngái⃰ mabhúku ényú.

8. Infinitive vs. imperative; subject prefix in agreement with possessive of second sentence.

	'He wants to speak.'	'Speak after him.'
íye	Árí kudá kūtaura.	Taúrái⃰ mūmasúre mẉáké.
ívo	Várí kudá kūtaura.	Taúrái⃰ mūmasúre mẉávó.
iní	Ndirí kudá kūtaura.	Taúrái⃰ mūmasúre mẉángu.
isú	Tirí kudá kūtaura.	Taúrái⃰ mūmasúre mẉédú.

[Note concord /mẉ-/ of Class 18, in agreement with /mu-/ 'in'.]

9. (Same)

íye	Árí kudá kūpinda mumbá.	Pindái⃰ mūmasúre mẉáké.
iní	Ndirí kudá kūpinda mumbá.	Pindái⃰ mūmasúre mẉángu.
ívo	Várí kudá kūpinda mumbá.	Pindái⃰ mūmasúre mẉávó.
isú	Tirí kudá kūpinda mumbá.	Pindái⃰ mūmasúre mẉédú.

10. /-ka-/ tense, affirmative vs. negative, various classes.

	'Is this book good?'	'It is not good.'
bhúku	Iri bhúku rákánaka heré?	Haríná kūnaka.
imbá	Iyi imbá yákánaka heré?	Haíná kūnaka.
dangá	Iri dangá rákánaka heré?	Haríná kūnaka.
mazwí	Aya mazwí ákánaka heré?	Haáná kūnaka.
mugwagwa	Uyu mugwagwa wákánaka heré?	Haúná kūnaka.
nzira	Iyi nzira yákánaka heré?	Haíná kūnaka.
munda	Uyu munda wákánaka heré?	Haúná kūnaka.
zingwa	Iri zingwa rákánaka heré?	Haríná kūnaka.
máchisi	Iyi máchisi yákánaka heré?	Haíná kūnaka.
mwaná	Uyu mwaná wákánaka heré?	Haáná kūnaka.
vaná	Ava vaná vákánaka heré?	Haváná kūnaka.
gádheni	Iri gádheni rákánaka heré?	Haríná kūnaka.
maruva	Aya maruva ákánaka heré?	Haáná kūnaka.
ófisi	Iyi ófisi yákánaka heré?	Haíná kūnaka.
chitóro	Ichi chitóro chákánaka heré?	Hachíná kūnaka.
zvitóro	Izvi zvitóro zvákánaka heré?	Hazvíná kūnaka.
chigĕrŏ	Ichi chigĕrŏ chákánaka heré?	Hachíná kūnaka.
tsíme	Iyi tsíme yákánaka heré?	Haíná kūnaka.
hobó	Iri hobó rákánaka heré?	Haríná kūnaka.

11. Past affirmative vs. negative.

'They went to Umtali.'	'I didn't go with them.'
Vákáenda kwáMutáre.	Handíná kūenda navó.
Vákáita basa.	Handíná kūita basa navó.
Vákárima munda.	Handíná kūrima munda navó.
Vákátaura chirungu.	Handíná kūtaura chirungu navó.
Vákaúya pánó.	Handíná kuúyá navó.
Vákadzídíra chiShóna.	Handíná kudzídzírá navó.

Practice conversations.

You ask who built this house.	Ndíaní ẉakávǎkǎ iyi imbá?	
		Ndíní.
You comment that it is very nice, and ask whether the dip tank is nearby.	Yákánaka kwázvo. Dhíbhi rírí pātyo heré?	
		Ehúnde. Rírí pātyo.

You ask who has come into the schoolbuilding.	Ndíaní vapínda muchikóro?	
		Ndíní chīrombówe.
You ask what he wants.	Unódeṇyí pánó?	
		Ndinódâ kudzídzá.

You ask what he wants to learn.	Unódâ kudzídzeṇyí?	
		Ndinódâ kudzídzá kūtaura chirungu.

Reading practice: two-line conversations.

Ndiani waisa mabhuku angu pasi?

Ndini.

Vapwere vakagara pasi.

Isu takagara navo pasi.

Ndiani wataura mumasure mẉake?

Mudzidza wataura mumasure mẉake here?

Baba vapindazve mumba.

Vapwere vọse vapinda mumasure mẉavo.

Free conversation.

Practice giving and receiving directions, using affirmative plural imperative forms.

UNIT 14

BASIC DIALOGUE

símó (5, 6)	vegetable
Ndirí kuténgésá masímó.	I am selling vegetables.
Munéṇyi?	What do you have?
mbatáta (9, 10)	potato
nzungú (10)	groundnuts
kábichi (5, 6)	cabbage
Ndiné mbatáta, nzungú nékábichi.	I have potatoes, groundnuts and cabbage.
Ndingádą kábichi.	I'd like some cabbage.
~mwé	one
Ánóita shereni rímwé.	It's one shilling.
Mungándĭpą́ mātatú heré?	Can you give me three?
Zvákánaka, ánóita mashereni matatú.	All right, that's three shillings.
-tambira	to receive
Mwazvítá, támbíráṇyí.	Thank you. Here you are.

Supplementary vocabulary. Foodstuffs.

mbésa (9, 10)	foods

We bought some guavas.

Takátĕngă magwávha.	gwávha (5, 6)	guava
mángo	mángo (9, 10)	mango

Takatenga mapópo.	pópo (5,6)	papaya
Takatenga maráranji.	ráranji (5,6)	orange
Takatenga mandímu.	ndímu (5,6)	lemon
Takatenga zvinánazí.	chinánazí (7,8)	pineapple
Takatenga manhanga.	nhanga (5,6)	pumpkin
Takatenga matíkítí.	díkíti (5,6)	
Takatenga mbatáta.	mbatáta (9,10)	potato
Takatenga ndodzí.	ndodzí (10)	peas
Takatenga shushururu.	shushururu (10)	beans
Takatenga magwére.	gwére (5,6)	ear of maize
Takatenga mabarwé. zvibarwé.	chibarwé (7,6 or 8)	
Takatenga tsúnga.	tsúnga (5)	(kind of green vegetable)
Takatenga tsén̩zá.	tsén̩zá (9,10)	(an edible root)
Takatenga miríwó.	muríwó (3,4)	food eaten with sadza; vegetable
Takatenga madima.	dima (5,6)	sweet potato
Takatenga nzungú.	nzungú (9,10)	groundnuts
Takatenga madhúmbe.	dhúmbe (5,6)	coco yam
Takatenga nyemba.	nyemba (10)	cow pea

1. The nonconcordial connective /na/.

Notice the underlined syllables in the following sentences:

Munéṇyi?	What do you have?
Ndịné mbatáta, nzungú nékábichi.	I have potatoes, groundnunts, and cabbage.
Váỵána makoré māna.	The children are four years old.

It will be useful to consider that the basic stem represented in these forms is /na/. It consists of a linking morpheme /~a/ preceded by the nonconcordial morpheme /n-/. The basic meaning of /na/ is approximately that of English 'and' and 'with'.

The vowel of the linking morpheme may be /a/, /e/, or /o/, depending on dialect and on the class of the following word. In most dialects, the vowel is /o/ before nouns of Classes 1, 3, 11, 13, 14, 15 (i.e. those whose class prefix contains /u/ or /w/); it is /a/ before nouns of Classes 2, 6, 12 (i.e. those whose prefix contains /a/; and otherwise /e/ except with nouns of Class 1a and /mukóma/ 'older sibling of same sex'. But in Manyika, the vowel is /e/ for all classes except 1a. [Class 1a is a special subdivision of Class 1, such that the members of 1a do not have the /mu-/ prefix shared by the rest of Class 1. Class 1a has certain tonal peculiarities also.]

1	nomwana	8	nezvitoro	
1a	nababa	9	nesimbi	
2	navana	10	nenzungu	
3	nomuti	11	norwizi	
4	nemiti	12	nakamwana	(kamwaná 'small child')
5	nehobo	13	notuvana	(tuvaná 'small children')
6	namahobo	14	noḥuswa	
7	nechitoro	15	nokuenda	

[For practice in choosing the appropriate vowel, see Groups 1-3 of the sentences for systematic practice.]

The connective with /n-/ may be used with or without a subject prefix. With a subject prefix, it acts very much like a verb in that it has affirmative and negative, indicative and relative, and some other sets of forms which are characteristic of Shona verbs. When it is used in this way in this book, it will be written as the last syllable of a word:

Tine nzungu.	We have groundnuts.

When the connective with /n-/ is used without a prefix, it is written and pronounced as a part of the word that follows it:

mbatata nenzungu	potatoes and groundnuts

The tones, both of the connective itself and of the nouns that follow it, present a fair degree of complexity, both within individual dialects and with respect to interdialectal variation. Two widespread systems for assigning these tones will be described below. This description will apply to the use of /na/ without a subject prefix.

In the more westerly of these two systems the following tone patterns may be expected:

nésípo	and/with soap
nenzíra	and/with a path
néchikóro	and/with a school
nénzungú	and/with groundnuts
nababá	and/with Father

The tonal pattern of /na/ with nouns is predictable in terms of the basic tonal pattern of the noun itself. In the dialects which are exemplified above, nouns that begin with low high (/\`´.../) keep this tone pattern, and the connective is high except in Class la. For other nouns, the tone of the connective is the same as the <u>basic</u> tone of the syllable that follows it: low before low (e.g. /nzira/) and high before high (e.g. /sípo/, /nésípo/).

But nouns (other than Class la) that begin with /``.../ raise the tone of the first syllable after the connective: /nenzíra/.

When the first two or more syllables of the noun itself are high, they become low after /ná-/:

néhùnì cf. húní

nédìkìtì díkítí

Further east, in the Manyika area, the tone rules for the connective itself are the same except for nouns that begin with /`´.../. The tone of the connective is low before these nouns, just as it is before other nouns that begin with low tone. The syllable that follows the connective is raised to high, again just as it is in other nouns that have basic low tone on the first syllable:

nababá (No raising because of Class la)

nechíkóro

But if the underlying noun is a two syllable word with tones /`´/, then the final high tone is in turn lowered:

nenzúngu

On the other hand, two or more consecutive high tones after /ná/ may not be lowered.

néhúní (cf. westerly /néhùnì/, above)

[For practice with these tonal patterns, see Groups 5-8.]

1. Connective with subject prefix, with nouns before which it has the vowel /e/; class concords with relative verbs modifying these nouns. (Use the noun as the cue.)

Tiné nzungú dzakánáka.

Tiné mángo dzakánáka.

Tiné nyemba dzakánáka.

Tiné ndodzí dzakánáka.

Tiné mbatáta dzakánáka.

Tiné máchisi dzakánáka.

Tiné mbéú dzakánáka.

Tiné minda yakánáka.

Tiné shúka yakánáka.

Tiné parafíni yakánáka.

Tiné imbá yakánáka.

Tiné bhúku rakánáka.

Tiné díkítí rakánáka.

Tiné tsúnga rakánáka.

Tiné ndímu rakánáka.

Tiné dima rakánáka.

Tiné chinánazí chakánáka.

Tiné chigĕrŏ chakánáka.

Tiné chikóro chakánáka.

Tiné zvinánazí zvakánáka.

Tiné zvigĕrŏ zvakánáka.

Tiné zvikóro zvakánáka.

2. Connective with nouns of classes before which it has the vowel /o/ in some dialects.

Tinó/Tiné mwaná wakánáka.

Tinó/Tiné mudzídza wakánáka.

Tinó/Tiné mudzídzísi wakánáka.

Tinó/Tiné murimisi wakánáka.

Tinó/Tiné munda wakánáka.

Tinó/Tiné munyú wakánáka.

Tinó/Tiné mushá wakánáka.

3. Connective with nouns before which it may have the vowel /a/.

Tiná/Tiné vaná vakánáka.

Tiná/Tiné vadzídza vakánáka.

Tiná/Tiné vapwéré vakánáka.

Tiná/Tiné mabhúku akánáka.

Tiná/Tiné matíkítí akánáka.

Tiná/Tiné mandímu akánáka.

Tiná/Tiné magwére akánáka.

IMPORTANT: After completing work on Groups 1, 2, and 3 separately, take nouns from all three groups at random as cues. Respond with sentences in which the connective has the proper vowel and the relative verb has the proper concordial prefix.

4. Connective with various subject prefixes.

	'Does Father have my books?'	'Father has your books.'
babá	Babá váną mabhúku ángu heré?	Babá váną mabhúku ényú.
mujahá	Mujahá áną mabhúku ángu heré?	Mujahá áną mabhúku ényú.
majahá	Majahá áną mabhúku ángu heré?	Majahá áną mabhúku ényú.

mhandara	Mhandara íną mabhúku ángu heré?	Mhandara íną mabhúku ényú.
vapwéré	Vapwéré váną mabhúku ángu heré?	Vapwéré váną mabhúku ényú.
vadzídza	Vadzídza váną mabhúku ángu heré?	Vadzídza váną mabhúku ényú.
mufúndísi	Mufúndísi áną mabhúku ángu heré?	Mufúndísi áną mabhúku ényú.
imẉí	Imẉí muną́ mabhúku ángu heré?	Ndiną́ mabhúku ényú.
iwé	Iwé uną́ mabhúku ángu heré?	Ndiną́ mabhúku ákó.

5. Connective with nouns whose first two tones are /´`/.

Ndaténgá ndodzí népópo.

Ndaténgá ndodzí négwére.

Ndaténgá ndodzí némángo.

Ndaténgá ndodzí nédhúmbe.

Ndaténgá ndodzí négwávha.

Ndaténgá ndodzí nésípo.

Ndaténgá ndodzí néshúka.

6. Connective without subject prefix, before nouns with two consecutive high tones.

	'I bought salt and tsenza.'
tséṇzá	Ndaténgá munyú nétsĕṇză.
díkítí	Ndaténgá munyú nédĭkĭtĭ.
húní	Ndaténgá munyú néhŭnĭ

7. Connective with nouns whose first two tones are /``/.

dima	Ndaténgá mbatáta nedíma.
nyemba	Ndaténgá mbatáta nenyémba.
nhanga	Ndaténgá mbatáta nenhánga.
manhanga	Ndaténgá mbatáta nąmánhanga.
shushururu	Ndaténgá mbatáta neshúshururu.
mabarwé	Ndaténgá mbatáta nąmábarwé.

8. Connective with nouns whose first two tones are /`´/.

mandímu	Ndaténgá maráranji ną̂mǎndímu.
magwére	Ndaténgá maráranji ną̂mǎgwére.
mbatáta	Ndaténgá maráranji nêmbǎtáta.
ndodzí	Ndaténgá maráranji nêndǒdzî.
munyú	Ndaténgá maráranji nǫ̂mǔnyû.
nzungú	Ndaténgá maráranji nênzǔngû.

IMPORTANT: After completing work on Groups 5-8 separately, practice the lines of all four drills together in random order.

Practice conversations.

You ask who has good potatoes.	Ndíaní ané mbatáta dzakánáka?	
		Munódâ mbatáta heré?
You say you do want some, and that ours are all gone.	Hóngu. Dzédú dzápěrǎ.	

		Mungádzíténgą pánó.
You ask how much for five cabbages.	Makábichi mashánǔ ánóita marínỵi?	
		Ánóita mashereni mashánǔ.
You protest at the price.	Ah! Murí kūnyanya kani.	
		Ndinókǔpá māshereni mana.

Oral Reading Practice.

Mwạkaona kupi aya mandimu?

Akanaka kwazvo. Matatu anoita marinỵi?

Kuchitoro.

Anoita tíki.

Mudzidzisi ari kutsvaka ani?

Ari kutsvaka Baba Mukarati.

Anodeṇyi kwawari?

Anoda kutaura navo.

Free conversation.

What vegetables or fruits have you recently bought or do you presently need? Name two commodities at a time, in this way using the connective /na/.

UNIT 15

BASIC DIALOGUE

	shámwarí (9, 10)	friend
A	Shámwarí dzángu dzíchásvika.	My friend will come.
B	Dzínósvika ríni?	When will they get here?
A	Ndinófŭnga mangwáná.	I think tomorrow.
	-gadzirira	to prepare for [something or someone]
B	Wagádzĭrireṇyí?	What have you prepared (for the occasion)?
	-gadzira	to prepare
	chinhu (7, 8)	thing
	~zhínjí	many
A	Ndagádzira zvinhu zvizhínjí.	I've prepared many things.
A	Ungázoúyąwó heré?	Would you also like to come?
B	Ndinófǔnga ndinóuyá.	I think I will come.
	-mwá	to drink
	tíi (9)	tea
	kófi (9)	coffee
A	Tinózomwá tíi nékófi.	We will drink tea and coffee.

	chíṇyi	what is it?
	˜mwè (n.b. low tone)	some, other
B	Chíṇyizvé chīmwe?	What else?
	-dyá	to eat
	mupungá (3)	rice
	dima (5, 6)	sweet potato
	muchero (3, 4)	fruit
A	Ah! Tichádya mpungá, madima nemíchero mizhínjí.	Oh, we'll have rice, sweet potatoes and a lot of fruit.

Supplementary vocabulary. Miscellaneous words.

hámá (9, 10)	kin
Hámá dzángu dzíchásvika.	My kinfolk are going to be here.
Dzíchásvika ríni?	When are they going to arrive?
nḥási	today
Dzíchásvika nḥási.	They'll arrive today.
mhando (9, 10)	kind, sort
sadza (5, 6)	food, thick parridge
Muchávágádzirira mhandoṇyí yesádza?	What kind of food will you fix for them?
Tichágádzira mbatáta.	We'll fix potatoes.

Object prefixes.

Notice the non-initial prefixes which have been underlined in these sentences:

	Muchávágádzirirẹnyí?	What will you fix for them (Cl. 2)?
	Ndinókǔpá māshereni mana.	I'll give you (sg.) four shillings.
	Mungádzǐténga̦ pánó.	You can buy them (Cl. 10) here.
cf.	Mungáténgá̦ mbatáta pánó.	

The underlined syllables are called OBJECT PREFIXES. There is an object prefix for each of the person-number combinations and for each of the classes. Choice of prefix is determined by the noun that might have been used in place of it. In general, the object prefix is in the same class as the noun (e.g. the third of the above examples); but where the object is a person or persons, the object prefix is likely to be in the personal class (1 or 2), even if the noun is one which, like /hámá/ (first of the above examples) is in some other class.

The personal object prefixes are:

	Singular	Plural
1	-ndí-	-tí-
2	-kú-	-mú-
3	-mú-	-vá-

Except for the second and third person singular (i.e. /-kú-/ and /-mú-/, above) the vowels and consonants of the object prefixes are identical with those of the subject prefixes used with the /-no-/ and /-cha-/ tenses (Unit 5, Note 1). Note however, that their tonal characteristics are different, as shown in the following set of examples:

	Monosyllabic high stem	Polysyllabic stem	Low stem
Hodiernal, 3 pers:	vákŭpá	várĭténgésá	várĭgádzira
Hodiernal, 1+ 2 pers:	ndakúpă	ndachítĕngĕsă	ndachígădzira
/-no-/	ndinókŭpá	ndinóchĭténgésá	ndinóchígádzĭra
/-cha-/	ndichákŭpá	ndicháchĭténgésá	ndicháchígádzĭra
/-ka-/	ndakákŭpá	ndakáchĭténgésá	ndakáchígádzĭra
Infinitive	ndirí kuchídyá	ndirí kuchítĕngĕsă	ndirí kuchígádzĭra
Neg. of /-no-/	handírĭdí	handírĭténgĕsĭ	handírígàdzírĭ

[For practice with forms that contain object prefixes, see Groups 1-8.]

1. Object prefixes in the hodiernal tense, first person, various classes. [The student should supply the missing tone marks in this set of sentences.]

	'Did you see my pineapple?'	'I saw it in the house.'
chinánazí	Waóná chinánazí chángu heré?	Ndachíŏnǎ mumbá.
zvinánazí	Waóná zvinanazi zvangu heré?	Ndazviona mumbá.
zvinhu	Waóná zvinhu zvangu heré?	Ndazviona mumbá.
chigěrŏ	Waóná chigero changu heré?	Ndachiona mumbá.
mukórópre	Waóná mukorore wangu heré?	Ndamuona mumbá.
vakóróre	Waóná vakorore vangu heré?	Ndavaona mumbá.
mukúnda	Waóná mukunda wangu heré?	Ndamuona mumbá.
vakúnda	Waóná vakúnda vangu heré?	Ndavaona mumbá.
babá	Waóná baba vangu heré?	Ndavaona mumbá.
máí	Waóná mai vangu heré?	Ndavaona mumbá.
shámwarí (sg.)	Waóná shamwari yangu heré?	Ndaiona mumbá.
shámwarí (pl.)	Waóná shamwari dzangu heré?	Ndadziona mumbá.
hámá (sg.)	Waóná hama yangu heré?	Ndaiona mumbá.
hámá (pl.)	Waóná hama dzangu heré?	Ndadziona mumbá.
marí	Waóná mari yangu heré?	Ndaiona mumbá.
mupungá	Waóná mupunga wangu heré?	Ndauona mumbá.
bhúku	Waóná bhuku rangu heré?	Ndariona mumbá.
mabhúku	Waóná mabhuku angu heré?	Ndaaona mumbá.

2. Object prefixes in the hodiernal tense, relative, various classes.

	'Who straightened up (?) the house?'	'I'm the one who did it.'
mumbá (Cl. 18)	Ndíaní wagádzǐra mumbá?	Ndíní ndamúgǎdzǐra.
zingwa	Ndíaní wagádzǐra zingwa?	Ndíní ndarigadzira.
zvinánazí	Ndíaní wagádzǐra zvinanazi?	Ndíní ndazvigadzira.
kófi	Ndíaní wagádzǐra kofi?	Ndíní ndaigadzira.
tíi	Ndíaní wagádzǐra tíi?	Ndíní ndaigadzira.
madima	Ndiani wagádzǐra madima?	Ndíní ndaagadzira.
shushururu	Ndiani wagádzǐra shushururu?	Ndíní ndadzigadzira.
ndodzí	Ndiani wagádzǐra ndodzi?	Ndíní ndadzigadzira.
mupungá	Ndiani wagádzǐra mupunga?	Ndíní ndaugadzira.
nyemba	Ndiani wagádzǐra nyemba?	Ndíní ndadzigadzira.
mahobó	Ndiani wagádzǐra mahobo?	Ndíní ndaagadzira.

3. Object prefixes with the hodiernal tense, third person subjects.

	'Mother has a lot of pineapples.'	'Has she prepared them?'
zvinánzí	Máí váne zvinánazí zvizhínjí.	Vázvĭgádzira heré?
babá	Baba váne zvinanazi zvizhinji.	Vázvĭgádzira heré?
mazingwa	Mai váne mazingwa mazhinji.	Vaagadzira heré?
mhandara	Mhandara ine mazingwa mazhinji.	Yaagadzira heré?
shushururu	Mhandara ine shushururu zhinji.	Yadzigadzira heré?
shámwarí yédú	Shamwari yedu ine shushururu zhinji.	Yadzigadzira heré?
mupungá	Shamwari yedu ine mupunga muzhinji.	Yaugadzira heré?
mukóróre	Mukorore wedu ane mupunga muzhinji.	Ẉaugadzira heré?
tíi	Mukorore wedu ane tíi zhinji.	Ẉaigadzira heré?
mujahá	Mujaha ane tíi zhinji.	Ẉaigadzira heré?
michero	Mujaha ane michero mizhinji.	Ẉaigadzira heré?

4. Object prefixes in the hodiernal tense, tone patterns for first and second vs. third person.

	'I cooked it.'	'They cooked it.'
sadza	Ndaríbika.	Várǐbíkà.
kuténgá	Ndarítěngǎ.	Várǐténgá.
mbatáta	Ndadzitenga.	Vadzitenga.
kugadzira	Ndadzigadzira.	Vadzigadzira.
masimo	Ndaagadzira.	Vaagadzira.
kuténgésá	Ndaatengesa.	Vaatengesa.
michero	Ndaitengesa.	Vaitengesa.
kubika	Ndaibika.	Vaibika.

5. Object prefixes with the /-no-/ tense, first and second person subjects.

'Do you know me?'	'I know you.'
Munóndǐzívá heré?	Ndinómǔzívá.
Unóndǐzívá heré?	Ndinókǔzívá.
Munómǔzívá heré?	Ndinómǔzívá.
Munóvǎzívá heré?	Ndinóvǎzívá.

6. Third person subjects.

Ánondízívá heré?	Ánokúzíva kwázvo.
Anomuziva heré?	Anomuziva kwázvo.
Anomuziva heré?	Anondiziva kwázvo.
Anokuziva heré?	Anondiziva kwázvo.

7. Object prefixes with the /-no-/ tense, various tone classes, first person subject.

	'Do you like this book?'	'I like it.'
bhúku	Unóda iri bhúku heré?	Ndinórǐdá.
mabhúku	Unóda aya mabúku heré?	Ndinóǎdá.
hobó	Unóda iri hobó heré?	Ndinórǐdá.
mahobó	Unóda aya mahobó heré?	Ndinoada.
zingwa	Unóda iri zingwa heré?	Ndinorida.
mazingwa	Unóda aya mazingwa heré?	Ndinoada.
chinánazí	Unóda ichi chinanazi heré?	Ndinochida.
zvinánazí	Unóda izvi zvinanazi heré?	Ndinozvida.
chikóro	Unóda ichi chikoro heré?	Ndinochida.
marí	Unóda iyi mari heré?	Ndinoida.
mupwéré	Unóda uyu mupwere heré?	Ndinomuda.
vapwéré	Unóda ava vapwere heré?	Ndinovada.
parafíni	Unóda iyi parafini heré?	Ndinoida.
shúka	Unóda iyi shuka heré?	Ndinoida.
nzungú	Unóda idzi nzungu heré?	Ndinodzida.
tíi	Unóda iyi tii heré?	Ndinoida.
mupungá	Unóda uyu mupunga heré?	Ndinouda.
kofi	Unóda iyi kofi heré?	Ndinoida.

8. The user of this book should make up further exercises in which object prefixes are used with the other tenses, and with the negative of the /-no-/ tense. Some samples might be:

Waóná Babá Marata heré?	Did you see Mr. Marata [today]?
Handíná kuváŏnă.	I didn't see him.
Vaná vanozívá āya mazwí heré?	Do the children know these words?
Haváǎzíví̦.	They don't know them.
Munóvěrenga iri bhúku here?	Will/Do you read this book?
Handíríveréngi̦.	I don't/won't read it.
Mukómaná váréra mwaná heré?	Has the boy taken care of the child?
Haáná kumúréra.	He didn't.
Máí vánógadzira zvinhu zvédú heré?	Does/Will Mother prepare our things?
Havázvígadzíri̦.	She doesn't/won't.

Practice conversations.

You ask a person what he wants to drink.	Munóda kumwéṇyi?	
		Muné tíi heré?
You say you have tea and coffee.	Tiné tíi nékófi.	
		Ndingádą kófi.

You ask a person what kind of fruit he has.	Muné mhāndoṇyí yemíchēro?	
		Tiné mhāndo nhatú.
		Tiné māhobó, zvinánazí nêmăráranji.
You say which kind you'd like.	Ndingádą ráranji.	
		Ungádeṇyízve?
And you'd like a small banana.	Ndingádązvé hobó díki.	

Oral Reading Practice.

Vazhinji vanomwa kofi heré?

Vanoziva kugadzira kofi yakanaka here?

Ndinofunga havazivi.

Tine shamwari zhinji dzinotaura chingezi.

Vamwe vanogara muRhodesia.

Hama dzangu dzinogara kuAmerica.

KuAmerica vazhinji vanomwa kofi.

Free conversation.

Ask questions concerning what each person has bought, seen, eaten, drunk recently. Replies should contain object prefixes. Also ask about what each person likes, and what he generally eats a lot of, again calling forth replies that contain object prefixes.

UNIT 16

BASIC DIALOGUE

A	Imbá yángu ídį́kį.	My house is small.
	mupanda (3, 4)	room
B	Íne mipanda minganí?	How many rooms does it have?
	chéte	only
A	Mitatú chéte.	Only three.
B	Ínokúpá bāsa shoma.	It gives you less work.
	-dáro	to do/say like that
A	Unófǔnga kudáro heré?	Do you think so?
	fáfitera (5, 6)	window
B	Unógĕza mafáfitera mashoma.	You wash few windows.
A	Ndinófǔnga kudáro.	I think so.
	mushongá (3, 4)	medicine, polish
B	Waísa mushongá heré pasí?	Have you polished the floor?
	-vamba	to begin
A	Ndódă kuvamba.	I'm about to begin.

Supplementary vocabulary. Things that one washes.

He is washing [his] hands.

Árí kūgeza maókó.	ruókó	(11, 6)	hand, arm
	muókó	(3, 6)	
Árí kūgeza kusú.	usú	(14)	face
Árí kūgeza kumesó.	mesó	(9)	
Árí kūgeza muviri.	muviri	(3, 4)	body
Árí kūgeza nhumbí.	nhumbí	(9, 10)	clothes
Árí kūgeza mbatyá.	mbatyá	(9, 10)	clothes
Árí kūgeza midzíyó.	mudzíyó	(3, 4)	utensil
Árí kūgeza ndíró.	ndíró	(9, 6 or 10)	utensil, dish

1. The independent form of nouns and adjectives.

Notice the underlined words in these examples:

	Mukúnda wángu múpenyú.	My daughter is fine. ('alive')
cf.	mukúnda mupenyú	a living daughter
	Mhuri yávó íhǔrǔ.	Their family is large.
cf.	mhuri yávó húrú	their large family
	Imbá yángu ídíki.	My house is small.
cf.	imbá yángu díki	my small house

When /mupenyú/ has low tone on its prefix, it may serve as (a part of) a noun phrase, which in turn fits into a sentence that contains a verb. When it has high tone on its prefix, it may itself be the principal word in a complete sentence, without a verb of any kind. A substantive of this latter kind is said to be in its INDEPENDENT form. Any noun or adjective has an 'independent' form.

The dependent forms of nouns and adjectives of Classes 5, 9, 10 have no prefix syllables: /hobó/ (5), /nzungú/ (10), /shúka/ (9), /gúrú/ (5), /húrú/ (9, 10). In the independent form, these words have a special 'dummy prefix' /i/ which of course has high tone: /íhobó/, /ínzungú/, /íshúka/, /ígŭrŭ/, /íhŭrŭ/. Note that consecutive high tones after the prefix are lowered in the independent form in non-eastern tonal systems.

[For practice with the independent forms of nouns and (strong) adjectives, see Groups 2-8 of the sentences for systematic practice.]

2. The /-ó-/ form of verbs.

The last sentence of the dialogue for this unit contains a new form of the verb:

Ndódǎ kuvamba. I'm about to begin.

Further examples of the use of this /-o-/ form will be met in later units. Tonally, it is like the hodiernal tense except that the first syllable has high tone regardless of the person of the subject prefix. This form is not completely interchangeable with the /-no-/ tense.

1. Adjectives with concords in various classes. Adjectives used without a noun.

	'Did you wash many windows?'	'I washed few.'
mafáfitera	Wagéza mafáfitera mazhínjí heré?	Ndagéza mashoma.
(ma)ndíró	Wagéza mandíró mazhínjí heré?	Ndagéza mashoma.
nhumbí	Wagéza nhumbí zhínjí heré?	Ndagéza shoma.

mbatyá	Wagéza mbatyá zhínjí heré?	Ndagéza shoma.
masímó	Wagéza masímó mazhínjí heré?	Ndagéza mashoma.
mbatáta	Wagéza mbatáta zhínjí heré?	Ndagéza shoma.
maráranji	Wagéza maráranji mazhínjí heré?	Ndagéza mashoma.
mipanda	Wagéza mipanda mizhínjí heré?	Ndagéza mishoma.

2. Independent form of adjectives with 'dummy prefix'.

	'Is your house small?'	'It is small.'
díki	Imbá yényú íṇdíki heré?	Íṇdíki.
húrú	Imbá yényú íhǔrǔ heré?	Íhǔrǔ.
chená	Imbá yényú íchená heré?	Íchená.

3.	'This path is short.'	'It's very short.'
pfúpi	Iyi nzira ípfúpi.	Ípfúpi kwázvo.
refú	Iyi nzira írefú.	Írefú kwázvo.
pamhí	Iyi nzira ímhamhí.	Ímhamhí kwázvo.
tete	Iyi nzira ínhěte.	Ínhěte kwázvo.
itsvá	Iyi nzira ítsva.	Ítsva kwázvo.

4. Independent form of adjectives with concordial prefix.

	'This road is short.'	'It's very short.'
pfúpi	Uyu mugwagwa múpfúpi.	Múpfúpi kwázvo.
refú	Uyu mugwagwa múrefú.	Múrefú kwázvo.
mhamhí	Uyu mugwagwa múpamhí.	Múpamhí kwázvo.
nhete	Uyu mugwagwa mútěte.	Mútěte kwázvo.
itsvá	Uyu mugwagwa mútsva.	Mútsva kwázvo.
húrú	Uyu mugwagwa múkǔrǔ.	Múkǔrǔ kwázvo.

5. Independent vs. dependent forms of /~díki/ in various classes.

	'These ears of corn are small.'	'Where are the small [ones]?'
magwére	Aya magwére mádɨ́kɨ.	Madɨ́kɨ áripí?
mbatáta	Idzi mbatáta íṇdíki.	Ṇdíki dzíripí?
ráranji	Iri ráranji ídíki.	Díki ríripí?
nzungú	Idzi nzungú íṇdíki.	Ṇdíki dzíripí?
ndodzí	Idzi ndodzí íṇdíki.	Ṇdíki dzíripí?
vapwéré	Ava vapwéré vádíki.	Vadíki váripí?
mwaná	Uyu mwaná múdíki.	Mudíki áripí?
munda	Uyu munda múdíki.	Mudíki úripí?
chinánazí	Ichi chinánazí chídíki.	Chidíki chíripí?
zvitóro	Izvi zvitóro zvídíki.	Zvidíki zvíripí?
rwizí	Uru rwizí rúdíki.	Rudíki rúripí?

6. Independent forms of nouns.

	'Is this vegetable cabbage?'	'It is cabbage.'
kábichi	Iri símó íkábichi heré?	Íkábichi.
tsúnga	Iri símó ítsúnga heré?	Ítsúnga.
ndodzí	Iri símó índodzí heré?	Índodzí.

7. Independent forms of nouns.

	'Is this your book?'
bhúku	Iri íbhúku rényú heré?
mabhúku	Aya mábhúku ényú heré?
mwaná	Uyu mwána wényú heré?
mudzídza	Uyu múdzídza wényú heré?
mudzídzísi	Uyu múdzídzísi wényú heré?

8. Independent vs. dependent forms of nouns.

	'Is this medicine?'	'This medicine is good.'
mushongá	Uyu múshongá heré?	Uyu mushongá wákánaka.
mahobó	Aya máhobó heré?	Aya mahobó ákánaka.
mandímu	Aya mándímu heré?	Aya mandímu ákánaka.
chigĕrŏ	Ichi chígĕrŏ heré?	Ichi chigĕrŏ chákánaka.
pópo	Iri ípópo heré?	Iri pópo rákánaka.
ndímu	Iri índímu heré?	Iri ndímu rákánaka.

tsúnga	Iri ítsúnga heré?	Iri tsúnga rákánaka.
nzungú	Idzi ínzungú heré?	Idzi nzungú dzákánaka.
mbatáta	Idzi ímbatáta heré?	Idzi mbatáta dzákánaka.

9. Sentences with /-vamba/ plus infinitive.

Mẉakávámba ríni kudzídzírá chiShóna?	When did you begin to study Shona?
Mẉakávámba ríni kuóná bāsa?	When did you start this job?
Ndichávámba basa paChipirí.	I'll begin work on Tuesday.
Ndakávámba kutaura návo mwedzí wakápĕră.	I talked with them for the first time last month.
Vákávamba kusvika pánó musí wêChĭshánŭ.	They arrived here for the first time on Friday.
Ẉátóvamba kudzídzírá chiShóna.	He has just begun to study Shona.

Practice conversations.

You ask someone whether he is selling his oranges.	Murí kuténgésá heré maráranji ényú?	
		Handíná ę̂kŭténgésá.
You ask where you can get some.	Ndingáăóną kúpĭ?	
		Ndinófŭnga Máí Maráta áną mazhínjí.

You ask Mrs. Marata whether she has any oranges to sell.	Muną maráranji heré ȩ̂kŭténgésá?	
		Ehúnde. Ndiną́ māshoma. Munódâ manganí?
You want two dozen.	Madázeni maṿirí.	
		Ndinóĭta mashereni maṿirí.

You ask someone whether he knows that Mr. Marata bought a house.	Munózívá heré kuti Babá Maráta wákaténgá imbá?	
		Ríni?
(It happened last month.)	Mwedzí wakápĕrǎ.	
		Íri kúpǐ?
(It's at Highfields.)	KuHighfields.	
		Íne mípanda minganí?
It has three large rooms and two small ones.	Mikúrú mītatú nêmĭdįkį̀ miṿirí.	
		Mhuri yávó ínoídá heré?
You think so.	Ndinófǔnga kudáro.	

Oral Reading Practice.

Ndinoda imba ìne mipanda minomwe.

Yake ine mipanda mina çhete.

Mupanda mukuru uną mafafitera mangani?

Ndinofunga uną maỵiri.

Tinoda mushonga wǫkuisa pasi.

Ungautenga kuchitoro.

Unoita mariṇyi!

Unoita mashereni manomwe.

Free conversation.

Discuss the size and other qualities of specific fruits, vegetables, houses, etc.

UNIT 17

BASIC DIALOGUE

	nḥási	today
A	Murí kūendepí nḥási?	Where are you going today?
B	Ndirí kūenda kwáMutáre.	I'm going to Umtali.
	muténda (1, 2)	patient
B	Ndinódâ kumboóná vaténda.	I just want to see the patients.
A	Ah! Pahósipitari.	Oh! In the hospital.
A	Ndíaní arípó?	Who is there?
	--ba	(a negative enclitic)
B	Hapánába.	No one [special]. ('there is not')
	-máírá	to visit, e.g. a sick person
B	Chéte kumáírá vaténda.	Just to visit the patients.
A	Zvákánaka.	Fine!
	bandéra (5, 6)	signboard
	-tángá	to do first
	-tsáúká	to turn off
	rudyí	right (hand)
A	Bandéra rǫ́ḳutángá mẉótsáúká kūrudyí.	[At] the first sign, turn to the right.

Supplementary vocabulary.

mberí (9)	front, ahead
Endá mberí.	Go straight ahead.
-téndérúka	to turn about
runzeré (11)/munzeré (3)	left (hand)
Téndérúkà kurunzeré. Téndérúkà kumunzeré.	Turn to the left.

1. Locative prefixes (Classes 16, 17, 18).

Notice the prefixes that have been underlined in the following sentences:

1.	Ndinósándá muPost Office.	I work in the Post Office.
2.	Ndinógǎra muguta.	I live in a town.
3.	Ndicháénda kuchitóro.	I'll go to the store.
4.	KuNyakatsápá.	At/to Nyakatsapa.
5.	Pahósipitari.	At the hospital.
6.	Vánózogara kwêgǒrê.	They'll stay for a year.
7.	Taúráí mūmasúre mwángu.	Repeat after me.

The basic forms of these prefixes are /pa/ (Class 16), /ku/ (Class 17) and /mu/ (Class 18). Because words which contain them so often have to do with location, these three classes may be called the 'locative' classes.

The differences in use among the three locative classes can be fairly adequately described in terms of meanings: Class 18 (/mu/) usually has to do with location inside something; Class 16 (/pa/) has to do with comparatively definite physical location; Class 17 (/ku/) is used for less definite physical location or for talking generally about the existence of something. Thus:

8. Hapáná nzīra. — There is no path [here]. i.e. 'No thoroughfare.'

9. Hakúná nzīra. — There is no path/way.

The student should be warned, however, that the locative prefixes do not pair off neatly with English prepositions, and particularly that the difference between /pa/ and /ku/ is not to be equated with the difference between location at and motion toward a place. In addition, as illustrated in Examples 6 and 7 above, some uses of the 'locatives' do not refer to location at all.

Note that the locative prefixes on a noun may determine the class of prefixes used with other words in the sentence:

masúre (Cl. 6)

mumasúre (Cl. 18 plus Cl. 6)

mumasúre mwángu (possessive has concord of Class 18)

Vanhu vazhínjí vánógara muguta.
Muguta múnógara vanhu vazhínjí.
} Many people live in the town.

[For practice with locatives, see Groups 1-8, and especially 1-6, of the sentences for systematic practice.]

The locative morphemes also turn up in other places:

kúnó	around here
pánó	here
múnó	in here

pasí (16)	earth, floor, down
patyo (16)	near
Ndíaní arípó?	Who is there?

2. The aspect prefix /-mbo-/

A new aspect prefix is contained in the sentences:

Ndinódâ kumboóná vaténda.	I just want to see the patients.
Mwakámbósvika here kwá-Mútámbara?	Have you ever been ('arrived') to Mutambara?
Ndichámbóenda.	I'll go [now but I'll probably be back].

The English translation equivalents of /-mbo-/ vary greatly according to context, but all have to do with temporariness, or lack of emphasis or insistence. [For practice, see Groups 9, 10.]

1. Noun of Class 16 as subject.

	'Are there many patients at the hospital?'	'I think there are few.'
muténda	Pahósipitari páná vaténda vazhínjí heré?	Ndinófǔnga páná vāshoma.
mudzidza	Pahósipitari páná vadzídza vazhínjí heré?	etc.
munhu	Pahósipitari páná vānhu vazhínjí heré?	
mushongá	Pahósipitari páná mīshongá mizhínjí heré?	
mupwéré	Pahósipitari páná vapwéré vazhínjí heré?	

mukúrú	Pahósipitari páná vakúrú vazhínjí heré?
muzungú	Pahósipitari páná vāzungú vazhínjí heré?

2. Noun of Class 18 as subject of /˜na/. Concord with numerals.

	'How many pumpkins are there in the house?' ('In-house has how many pumpkins?')	'There are nine.'
díkítí	Mumbá múną́ matíkítí mānganí?	Múną māpfumbamwe.
chinánazí	Mumbá múné zvinánazí zvīnganí?	Múné zvīpfumbamwe.
mbatáta	Mumbá múné mbatáta nganí?	Múné pfūmbamwe.
dima	Mumbá múną́ mādima manganí?	Múną́ māpfumbamwe.
mupwéré	Mumbá múną́ vapwéré vānganí?	Múną́ vāpfumbamwe.
ndímu	Mumbá múną́ mandímu manganí?	Múną́ māpfumbamwe.
chinhu	Mumbá múné zvīnhu zvinganí?	Múné zvīpfumbamwe.
munhu	Mumbá múną́ vānhu vanganí?	Múną́ vāpfumbamwe.

3. Concords of Class 18.

	'In Salisbury there are more people than in Umtali.'
vanhu	MuHaráre múne vanhu vazhínjí kūpinda mẉáMutáre.
dzimbá	MuHaráre múne dzimbá zhínjí kūpinda mẉáMutáre.
mabandéra	MuHaráre múne mabandéra mazhínjí kūpinda mẉáMutáre.
zvitóro	MuHaráre múne zvitóro zvizhínjí kūpinda mẉáMutáre.
migwagwa	MuHaráre múne migwagwa mizhínjí kūpinda mwáMutáre.

4. Independent form of an adjective. Relative form of /kuna/.

	'Here abouts, the roads are few.'	'We will arrive [at a place] where there are many roads.'
migwagwa	Kúnó migwagwa míshóma.	Tichásvíka kùné mīgwagwa mizhínjí.
dzimbá	Kúnó dzimbá íshóma.	Tichásvíka kùné dzimbá zhínjí.
nzira	Kúnó nzira íshóma.	Tichásvíka kùné nzīra zhínjí.
zvitóro	Kúnó zvitóro zvíshóma.	Tichásvíka kùné zvitóro zvizhínjí.
vanhu	Kúnó vanhu váshóma.	Tichásvíka kùné vānhu vazhínjí.
makomo	Kúnó makomo máshóma.	Tichásvíka kùné mākomo mazhínjí.
ndwizí	Kúnó ndwizí íshóma.	Tichásvíka kùné ndwizí zhínjí.
mití	Kúnó mití míshóma.	Tichásvíka kùné mití mizhínjí.

5. Noun of Class 17 as subject. Negative with /-na/.

	'At our [place] there are no sweet potatoes.'
isú	Kwédú hakúná mādima.
manhanga	Kwédú hakúná mānhanga.
ívo	Kwávó hakúná mānhanga.
tsúnga	Kwávó hakúnà tsúnga.
imẉí	Kwényú hakúnà tsúnga heré?
ndodzí	Kwényú hakúná ndodzí heré?
isú	Kwédú hakúná ndodzí.

6. Choice between /kù-/ and /kwá-/.

	'Have you ever been to Umtali?'
Mutáre	Mẉakómbŏsvika heré kwáMutáre?
Haráre	Mẉakámbŏsvika heré kuHaráre?
Maróndera	Mẉakámbŏsvika heré kuMaróndera?
Chipínga	Mẉakámbŏsvika heré kuChipínga?
hósipitari	Mẉakámbŏsvika heré kuhósipitare?
guta	Mẉakámbŏsvika heré kuguta?
Babá Maráta	Mẉakámbŏsvika heré kwá Ɓabá Maráta?
Rusápi	Mẉakámbŏsvika heré kwáRusápe?
Sakubva	Mẉakámbŏsvika heré kuSakubva?

7. Concords with an ordinal numeral. [Tones should be supplied orally by the student, but should not be written in the book.]

	'We reached the second town.'
guta	Takásvíka kuguta rechípirí.
mugwagwa	Takásvíka kumugwagwa wechípiri.
chikóro	Takásvíka kuchikoro chechipiri.
bandéra	Takásvíka kubandera rechipiri.
nzira	Takásvíka kunzira yechipiri.
gomo	Takásvíka kugomo rechipiri.
tsíme	Takásvíka kutsime rechipiri.
rwizí	Takásvíka kurwizi rwechipiri.
mushá	Takásvíka kumusha wechipiri.

8. Ordinal numerals. Left and right.

	'At the first sign post you turn right.'
rudyí	Bandéra rȩ̂kŭtángá mẉótsăŭkă kurudyí.
pirí	Bandéra rechípirí mẉótsăŭkă kurudyí.
runzeré	Bandéra rechípirí mẉótsăŭkă kurunzeré.
tatú	Bandéra rechítatú mẉótsăŭkă kurunzeré.
rudyí	Bandéra rechítatú mẉótsăŭkă kurudyí.
ina	Bandéra rechína mẉótsăŭkă kurudyí.
runzeré	Bandéra rechína mẉótsăŭkă kurunzeré.
shánŭ	Bandéra rêchĭshánŭ mẉótsăŭkă kurunzeré.

Ordinal numerals are formed by adding the prefix -chi- to the stem of the numeral. This form is in turn preceded by a linking prefix.

9. A common use of /-mbo-/. Object prefixes.

	'He is looking for his scissors.'	'Have you seen them?'
chigĕrŏ	Árí kūtsvaka chigĕrŏ cháké.	Mẉambóchĭóná heré?
mwaná	Árí kūtsvaka mwana wake.	Mẉambomuona heré?
babá	Árí kūtsvaka baba wake.	Mẉambovaona heré?
bhúku	Árí kūtsvaka bhuku rake.	Mẉamboriona heré?
mabhúku	Árí kūtsvaka mabhuku ake.	Mẉamboaona heré?
shámwarí	Árí kūtsvaka shamwari yake.	Mẉamboiona heré?
mudzídzísi	Árí kūtsvaka mudzidzisi wake.	Mẉambomuona heré?

vadzídza	Árí kūtsvaka vadzidza vake.	Mẉambovaona heré?
zvinhu	Árí kūtsvaka zvinhu zvake.	Mẉambozviona heré?
hámá	Árí kūtsvaka hama dzake.	Mẉambodziona heré?

10. The aspect prefix /-mbo-/.

'Have you ever been ('arrived') there?'

kusvika	Mẉakámbósvikapo heré?
kuváká	Mẉakámbováká imbá heré?
kubika	Mẉakámbóbika sadza heré?
kudyá	Mẉakámbodyá sādza heré?
kuverenga	Mẉakámbóverenga iri bhúku heré?
kumwá	Mẉakámbomwá mahéu heré?

Practice conversations.

You ask someone whether he has ever been to Gwelo.	Mẉakámbósvika Gwerú heré?	
		Hóngu. Ndakáénda naBabá Mutí.
You ask when.	Mẉakáénda ríni?	
		Mwedzí wakápĕrǎ.

You ask whether it is nice at Gwelo,	KuGwerú kwákánaka heré?	
		Kwákánaka kwázvo!
and how long they stayed there.	Mẉakágárayo ngúvá ndefú heré?	
		Takágára kwésṿóndo.

Oral reading practice. [Be on the look out for relative verb forms.]

Mẉakambosvika kwáRusápe here?

Rusape iguta diki rine chikoro chakanaka kwazvo. Mune zvitoro zvishoma. Vanhu vazhinji vanosanda muzvitoro. Vamwe vanosanda mumaofisi. Mune ofisi huru yękupetesa. Guta ráRusape riri mumugwagwa unoenda kwaMutare. Múnobvazve mugwagwa unoenda Nyánga.

Free conversation.

Begin a series of conversations with questions of the form 'Have you ever...?'

UNIT 18

BASIC DIALOGUE [A mother speaks to her children, who are eating. A daughter answers.]

	-fárá	to be glad
	zviyó (8)	millet
	sadza (5, 6)	food; thick porridge
A	Murí kufárá heré nesádza rêzvĭyô?	Are you enjoying the sadza [made] of millet?
	~ósé (~ésé)	all
B	Tǫ́sé tinórída kwázvo.	We all like it very much.
B	Máí mẉabíka zvakánáka.	Mother, you have cooked well.
	-edza	to try
B	Ah! Ndirí kudá kūmboedzawó!	Oh, I want to try a little too.
A	Ucházóedza mangwáná.	You can ('will') try tomorrow.
	mvúrá (9, 10)	rain, water
	táfura (9, 10)	table
C	Mẉaísa mvúrá patáfura heré?	Did you put the water on the table?
D	Hatíná kūisa(bá).	We didn't (put).
	-ú̀nzá	to bring
C	Mary ûnza mvúrá.	Mary, bring water.
D	Ndíaní ungáĭdá?	Who would like it?

	-gashira	to receive (from someone's hand)
	-gashidza	to cause to receive (from someone's hand)
C	Ndígashídzewó.	Hand [it] to me.
E	Neníwo ndingáĭdá.	And I' d like some too.
	-bvisa	to remove, cause to leave
C	Sara bvisá ndíró patáfura.	Sarah, take the dishes off the table.
E	Ndazvíṇzwa máí.	Very well, Mother. ('I have heard it.')

Supplementary vocabulary. Articles found in the kitchen.

hárí	(9, 10)	cooking pot
mugóti	(3, 4)	stick for stirring porridge
mutsváíro	(3, 4)	broom
chirongó	(7, 8)	earthenware pot
masimbé (marasha)	(6)	charcoal
madota	(6)	ashes
mapfíhwa	(6)	stones for setting a cooking pot on
chigadzo	(7, 8)	hollow for holding a pot upright
chotó	(7, 8)	fireplace
chikúvá	(7, 8)	ledge/shelf/platform for storing utensils

1. The enclitic /--wo/.

This enclitic has appeared in the following basic sentences:

Ndirí kudá kūmboedzawó.	I want to try a little too.
Ndígashídzewó.	Hand it to me.
Neníwo ndingáĭdá.	And I also would like some.
...kana wásweráwo.	...if you spent the day also.
...kana wárárawó.	...if you slept also.
Ungázoúyąwó heré.	Could you come too?

The tone of /--wo/ is always opposite to the tone of the preceding syllable. That syllable in turn has the same tone it has in the corresponding form without /--wo/ except when the form without /--wo/ ends with two or more consecutive high tones. The last of the above examples illustrates this point:

Ungázoúyą́.

Ungázoúyą̀wó.

In cases of this kind, the syllable before /--wo/ has low tone, and /--wo/ itself has high tone.

Note that there is no vowel change before /--wo/ as there is before /--ṇyi/ and /--pi/.

Besides its basic translation 'also, too', /--wo/ sometimes serves as one more way of softening a question or request, thus making it more polite. The second of the above examples is probably an illustration of this point.

[For practice in the use of /--wo/ see Groups 1 and 3 of the sentences for systematic practice.]

2. /na/ with personal pronouns.

The connective /na/ in combination with the personal pronouns produces:

	Singular	Plural
1	není	nesú
2	newé	nemẉí
3	náyè or nàyé	návò or nàvó

Notice the difference in vowels as well as in tones between the first/second person forms and the third person forms.

[For practice, see Groups 1 and 2.]

1. /na/ with personal pronouns.

'Father wants to talk with me.'

iní	Babá vánodá kūtaura není.
iwé	Babá vánodá kūtaura newé.
íye	Babá vánodá kūtaura nâyě.
isú	Babá vánodá kūtaura nesú.
imẉí	Babá vánodá kūtaura nemẉí.
ívo	Babá vánodá kūtaura nâvǒ.

2. /na/ with personal pronouns. Tones of /--wo/.

'I brought water.'	'And you also, you brought water.'
Ndaúnza mvúrá.	Nemẉíwo mẉaúnza mvúrá.
Mẉaúnza mvúrá.	Neníwo ndaúnza mvúrá.

Ẉáŭnza mvúrá.	Naíyewó ẉáŭnza mvúrá.
Váŭnza mvúrá.	Naívowó váŭnza mvúrá.

3. Tones with /--wo/. [Do the first four lines, then the last four lines, and then mix all eight lines at random.]

You spoke.	I spoke too.
Mẉatáura.	Ndatáurawó.
Mẉasvíka.	Ndasvíkawó.
Mẉaénda kuchikóro.	Ndaéndawó kūchikóro.
Mẉaíta basa.	Ndaítawó bāsa.
Mẉasándá.	Ndasándawó.
Mẉaúyá.	Ndaúyawó.
Mẉaténgá māhobó.	Ndaténgawó māhobó.
Mẉapédzá.	Ndapédzawó.

4. Choice of locative prefix. Contrasting translations of the same locative prefix.

táfura	Únzá mūpungá patáfura.	Bring the rice to the table.
kuisa	Isá mūpungá patáfura.	Put the rice on the table.
ndíró	Isá mūpungá mundíró.	Put the rice in the dish.
kubvisa	Bvisá mūpungá mundíró.	Remove the rice from (in) the dish.

hárí	Bvisá mūpungá muhárí.	Remove the rice from (in) the pot.
kuisa	Isá mūpungá muhárí.	Put the rice into the pot.
chotó	Isá mūpungá pāchotó.	Put the rice on the fire.

5. Various verbs followed by infinitive.

	'We began to drink coffee in the morning.'
kuvamba	Takávámba kumwá kófi mangwánaní.
kugadzira	Takávámba kugadzira kófi.
kuedza	Takáédza kugadzira kófi.
kumáírá	Takáédza kumáírá vaténda.
kudá	Takádâ kumáírá vaténda.
kuténdérúka	Takádâ kuténdérúka kurudyí.
kuvamba	Takávámba kuténdérúka kurudyí.
kutaura	Takávámba kutaura navó.
kufárá	Takáfără kutaura navó.

6. Sentences containing /˜ǫ́sé/

Munóĕnda mwǫ́sé heré? Tinóĕnda tǫ́sé.	Do you all go? We all go.
Vánóenda vǫ́sé heré? Vánóenda vǫ́sé.	Do they all go? They all go.
Vánodyá sadza masíkati ǫ́sé.	They eat sadza every afternoon.

Vánótaura ngúvá dzǫ́sé. (or: dzǫ́sedzǫ́se)	They talk all the time.
Tinóĕnda návo kwǫ́sé.	We go everywhere with them.
Handíṇzwi zvǫ́sé.	I don't understand everything.
Vaná vánotámbá ngúvá dzǫ́se dzǫ́se.	Children play all the time.

7. Random changes in the form of the verb.

	Tinórĭdá kwázvo.	We like it (Cl. 5) very much.
kwéte	Hatímborídí.	We don't like it at all.
nezúro	Hatíná kūmborídá.	We didn't like it.
hóngu	Takárĭdá.	We like it.
ndíaní	Ndíaní akárĭdá?	Who like it?
ngúvá dzǫ́sé	Ndíaní anórĭdá?	Who likes it?

8. Random changes in the form of the verb.

	Mẉaísa mvúrá patáfura heré?	Did you put water on the table?
ndíaní	Ndíaní ẉaísa mvúrá patáfura?	Who put water on the table (today)?
nezúro	Ndíaní ẉakáísa mvúrá patáfura?	Who put water on the table (yesterday?)
ngúvá dzǫ́sé	Ndíaní anóĭsa mvúrá patáfura ngúvá dzǫ́sé?	Who always puts water on the table?

ndíní	Ndíní ndinóĭsa mvúrá patáfura ngúvá dzǫ́sé.	I am the one who puts water on the table.
kwéte	Handíisí mvúrá patáfura.	I don't put water on the table.
nezúro	Handíná kūisa mvúrá patáfura.	I didn't put water on the table.

9. Random changes in the form of the verb.

	Murí kufárá heré nesádza rêzvĭyô?	Are you enjoying the sadza [made] of millet?
ndíaní	Ndíaní arí kufárá nesádza rêzvĭyô?	Who is enjoying the sadza [made] of millet?
ndíní	Ndíní ndirí kufárá nesádza rêzvĭyô.	It is I who am enjoying the sadza [made] of millet.
nezúro	Ndakáfărǎ nesádza rêzvĭyô.	I enjoyed (before today) the sadza [made] of millet.
nḥási	Ndafárá nesádza rêzvĭyô.	I enjoyed (today) the sadza [made] of millet.
kwéte	Handíná kufárá nesádza rêzvĭyô.	I didn't enjoy the sadza [made] of millet.

10. Random changes in the form of the verb.

	Murí kūbika zvakánáka.	You are cooking well.
kwéte	Hamurĭ kūbika zvakánáka.	You are not cooking well.

nezúro	Hamúná kūbika zvakánáka.	You didn't cook well.
hóngu	Mẉakábíka zvakánáka.	You cooked (before today) well.
ngúvá dzǫ́sé	Munóbĭka zvakánáka.	You cook well.
kwéte	Hamúbikí zvakánáka.	You don't cook well.

Practice conversations.

You ask Mother what she has cooked.	Máí mẉabíkeṇyí?	
		Ndabíka mupungá.
You ask what she has cooked to go with it.	Mẉabíka murívóṇyi?	
		Ndabíka tsúnga.
You ask how she cooks tsunga.	Munóbĭka séṇyi tsúnga?	
		Ungádą̂ kuedza heré?
You say yes, and ask whether she can please teach you.	Hóngu, ndingádą. Ungándĭdzídzísąwó heré?	
		Ndingáfărą̌ kukudzídzísá.
You ask about a suitable time.	Ndingádzĭdzĭrą ríni?	
		Wózoúyá musí weChína.

Oral Reading Practice.

Kwedu tinodya mupunga mushoma.

Tinodya sadza remagwere kupinda mupunga.

Mẉǫse munorida here?

Hongu. Rakanaka kwazvo.

Mẉakambodya sadza rezviyo heré?

Kwete kwedụ hakuna zviyo zvizhinji.

Hatiridi.

Chiṇyi chiri muhari?

Isadza rezviyo. Ungaridąwo here?

Ehunde. Ndingaridą kwazvo.

Free conversation.

Go to a real kitchen and talk about the things that you see there.

UNIT 19

BASIC DIALOGUE

A	Ndakáríma nzungú.	I have [grown] groundnuts.
A	Ndíaní unódzĭdá?	Who wants them?
	sakí (5, 6)	sack
B	Ndaíngadą́ māsakí māna.	I'd like four sacks.
A	Mungáǎóną̌` zvényú.	You may have them.
A	Ndingázoúyą̌` náwo mangwáná.	I'll bring them tomorrow.
	mhunga (9)	millet
B	Muné mhūnga heré?	Do you have any millet?
A	Ndinófŭnga ndingáŏną̌ maṿirí.	I think I can get two.
	-bátánídza	to join together (transitive verb)
B	Mungázobátánídzą zvényú.	You can put [them] together [in one load].
	póndo (9, 10)	pound (money or weight)
A	Así nzungú póndo ina rímwé.	But the nuts [are] four pounds [sterling] per bag.
A	Mhunga póndo nêmbŏfána.	The millet [is] thirty shillings.

Supplementary vocabulary.

chipáketi	(7, 8)	Br.'pocket' (small coarse bag)
up̣fu	(14)	mealie meal
kóroni	(9)	wheat
nyimo	(10)	Bambara groundnut
pfunde	(5, 6)	sorghum millet
musika	(3, 4)	market

1. The connective /na/ with class pronouns.

In the sentence:

Ndingázoúyą <u>náwo</u> mangwáná.	I can bring them tomorrow.

the word /náwo/ represents a combination of the connective /na/ plus a 'class pronoun' /iwó/ (Class 6, referring to /masakí/). Except for Class 3 and 6, these pronouns are spelled like the distal demonstratives (Unit 9 , Note 4), but have the tone pattern /\` ´/. Combinations of these pronouns with /na/ may have either of two tone patterns: /náwo/ (as shown above) or /nawo/.

The class pronouns are:

3	iwó
4	iyó
5	iró
6	iwó
7	ichó
8	izvó

etc.

[For practice with these forms, see Group 3 of the sentences for systematic practice.]

2. A sentence type without a verb.

Neither of the two sentences:

Nzungú póndo ina rímwé.	The nuts [are] four pounds sterling per bag.
Mhunga póndo nêmbǒfána.	The millet [is] thirty shillings.

contains a verb. Nor does either sentence contain the independent form of a substantive (Unit 16, Note 1).

The word /rímwé/ 'one' in the first of these examples has the concordial prefix of Class 5, in agreement with /sakí/.

3. Concordial prefixes with the linking prefix.

The underlined forms in these phrases:

bandéra rǫ̂kǔtángá	the first signboard
sadza rêzvǐyô	sadza [made] of millet

consist of the concordial prefix for Class 5 plus the same linking prefis that was found with the nonconcordial /n-/ in /na-/ (Unit 14, Note 1). These combinations of concordial plus linking prefix obey the same tonal rules, and the same rules for vowel change, as were described in Unit 14.

[For practice with these prefixes, see Groups 1 and 2.]

1. Concordial prefixes with the linking prefix.

	'I'd like one sack of millet.'
	Ndaíngadą́ sakí rímwé remhúnga.
pirí	Ndaíngadą́ masakí mā̄ṿirí emhúnga.
zviyó	Ndaíngadą́ masakí māṿirí êzvǐyô.

posí	Ndaíngadá̧ sakí rímwé rêzvĭyô.
magwére	Ndaíngadá̧ sakí rímwé râ̧măgwére.
pirí	Ndaíngadá̧ masakí māṿirí êmăgwére.
ndodzí	Ndaíngadá̧ masakí māṿirí êndŏdzî.
tatú	Ndaíngadá̧ masakí mātatú êndŏdzî.
mupungá	Ndaíngadá̧ masakí mātatú o̧múpungá.
posí	Ndaíngadá̧ sakí rímwé ro̧múpungá.
mbatáta	Ndaíngadá̧ sakí rímwé rêmbătáta.
pirí	Ndaíngadá̧ masakí māṿirí êmbătáta.
shushururu	Ndaíngadá̧ masakí māvirí eshúshururu.

2. Concordial prefixes with the linking prefix.

	'We bought one sack of mealie meal.'
	Taténgá sakí rímwé ro̧úfu.
pirí	Taténgá māsakí māṿirí o̧úfu.
mapfúndé	Taténgá māsakí māṿirí â̧măpfúndé.
chipáketi	Taténgá zvipáketi ziṿirí zvâ̧măpfúndé.
posí	Taténgá chipáketi chímwé châ̧măpfúndé.
maráranji	Taténgá chipáketi chímwé châ̧măráranji.
dázeni	Taténgá dázeni rímwé râ̧măráranji.
pirí	Taténgá madázeni maṿirí â̧măráranji.

3. The connective /na/ with pronouns of various classes.

	'We'd like four sacks.'	'I can bring them ('come with them') tomorrow.'
	Taíngadą́ māsakí māna.	Ndingázoúyą náwo mangwáná.
nzungú	Taíngadą́ nzungú.	Ndingázoúyą nádzo mangwáná.
mhunga	Taíngadą́ mhūnga.	Ndingázoúyą náyo mangwáná.
zviyó	Taíngadą́ zviyó.	Ndingázoúyą názvo mangwáná.
magwére	Taíngadą́ magwére.	Ndingázoúyą náwo mangwáná.
murívó	Taíngadą́ murívó.	Ndingázoúyą náwo mangwáná.
masímó	Taíngadą́ masímó.	Ndingázoúyą náwo mangwáná.
michero	Taíngadą́ mīchero.	Ndingázoúyą náyo mangwáná.
ndodzí	Taíngadą́ ndodzí.	Ndingázoúyą nadzo mangwáná.

4. Concords in three assorted places in the sentence.

	'That fireplace is large but it is not good.'
chotó	Icho chotó chíkǔrǔ así hachíná kūnaka.
dangá	Iro dangá ígǔrǔ así harínáa kūnaka.
chikúvá	Icho chikúvá chíkǔrǔ así hachíná kūnaka.
pfíhwa	Iro pfíhwa ígǔrǔ así haríná kūnaka.
zvirongó	Izvo zvirongó zvíkǔrǔ así hazvíná kūnaka.
dhíbhi	Iro dhíbhi ígǔrǔ así haríná kūnaka.
zvigadzo	Izvo zvigadzo zvíkǔrǔ así hazvíná kūnaka.
hárí	Iyo hárí íhǔrǔ así haíná kūnaka.

5. Statements, with simple questions to be asked and answered about them.

Murwizí múne mvúrá zhínjí.	There's a lot of water in the river.
(Waóneṇyí mūrwizí?)	(What did you see in the river?)
Mujahá ẉáénda kuchitóro.	The young man went to the store.
(Mujahá wáénda kúpĭ?)	(Where did the young man go?)
Chitóro chédú chírí pātyo.	Our store is nearby.
(Chitóro chírí kūre heré?)	(Is the store far off?)
Ndinóĕnda kwáMutáre paMugobéra.	I'll go to Umtali on Saturday.
(Ndinóĕnda ríni kwáMutáre?)	(When will I go to Umtali?)
Tinógĕza nhumbí musí weMúgobéra.	We wash clothes on Saturday.
(Tinógĕza ríni nhumbí?)	(When do we wash clothes?)
Vadzídza vényú vánonyórá zvakánáka.	Your students write well.
(Vadzídza vényú vánonyórá zvakádiní?)	(How do your students write?)
Mẉakámbósvika Kwékwe heré?	Have you ever been to Que Que?
KwáNyádiré kúne hósipitari húrú.	There is a large hospital at Nyadiri.
(Hósipitari húrú íripí?)	(Where is the large hospital?)

Vadzídza vánodzídzírá kūtaura mutauro.	The students will learn to speak the language.
(Vánodzídzeṇyí?)	(What will they learn?)
Chikóro chédú chíkŭrŭ.	Our school is large.
(Chikóro chídíki heré?)	(Is the school small?)
Ndaénda kugádheni mangwánaní.	I went to the garden in the morning.
(Ndaénda ríni kugádheni?)	(When did I go to the garden?)
(Ndaénda kúpĭ mangwánaní?)	(Where did I go in the morning?)
Vaná vánodzídzírá chīngezi.	The children (will) study English.
(Vánodzídzírá mūtauroṇyí?)	(What language will/do they study?)
Mugwagwa wédú úrí chīnhambwe.	Our road is a short distance away.
(Mugwagwa úrí kūre heré?)	(Is our road far away?)
Tadyá mānhanga masíkatí.	We ate pumpkins this afternoon.
(Tadyéṇyi masíkatí?)	(What did we eat in the afternoon?)

Practice conversations.

You ask what Father is doing this morning.	Babá várí kūiteṇyí mangwánaní áno?	
		Váénda kujangano.

You ask whose home the work party is at today.	Rírí kwáaní nḥási?	KwáváChemusango.
You ask what time they begin,	Vánóvamba ngúvaṇyí?	Masíkatí áno.
and when they finish.	Vánopédza ríni?	Ndinófǔnga manherú.

[In this conversation, the student must supply most of the tones.]

You ask someone whether there is a large market at Marandellas.	KuMarondera kunọ musika mùkuru here?	Múkuru zvishoma.
You ask whether he goes there very much.	Munonyanya kuendayo here?	Hatinyanyi(bà).
You ask what they chiefly sell there.	Vanonyanya kutengeseṇyi?	Vanotengesa mirivo nemichero.

You ask where Mr. Mukarati is.	Baba Mukarati varipi?	Ah! Ẉaenda kumusika nemagwere.

You ask what time he went.	Ẉaenda nguvaṇyi?	
		Ẉaenda mambakwedza.
You say that you (pl.) wanted to buy something--	Taida kutenga.	
		Mẉaida kutengeṇyi?
that you wanted to buy murivo,	Taida kutenga murivo.	
		Mwaida mhandoṇyi yemurivo?
specifically, cabbages.	Taída makábichi.	

Oral Reading Practice.

Vanhu vedu vakarima nzungu zhinji nenyimo. Vachada kuenda kumusika kundodzitengesa. Vachaenda nąmasaki matatu enzungu namasaki mana enyimo. KuHarare kunǫ musika mukuru kwazvo. Ndinofunga vachaendayo kundotengesa zvinhu zvavo.

Vanhu vedu vakarimeṇyi?

Vakarima nzungu shoma here?

Vachaenda kupi?

Vanozoiteṇyi kumusika?

Musika mukuru uri kupi?

Musika wẹkuHarare mukuru here?

Vachaiteṇyi kumusika?

Sakí renzungu rinoita mariṇyi?

Free conversation.

Discuss a forthcoming trip to town, with special attention to what you may do and what you may buy while you are there.

UNIT 20

BASIC DIALOGUE

	dovī́ (5)	peanut butter
	chingwa (7, 8)	bread
A	Isá dovī́ pāchingwa.	Put peanut butter on the bread.
	-dī́sá	to like very much
B	Ah! Zvī́nónaka. Ndinózvǐdī́sà kwázvo!	It is delicious. I like it very much!
C	Inī́ ndinórǐdâǒ pachingwa.	I like it on bread too.
D	Nenī́wo ndichámbóedzawó.	And I'll try a little too.
A	Zvákánaka ungámbóedząwó.	All right, you may try [some] too.
	mbúya (1a, 2a)	grandmother
E	Mbúya vábī́ka murī́vó wakánáka.	Grandmother has cooked good murivo.
F	Vábī́ka makábichi heré?	Did she cook cabbage?
E	Hóngu.	Yes.
F	Vácháisa dovī́ heré?	Will she put [in] peanut butter?
	pámwé (/pa/ (Cl.16) plus /~mwé/)	together ('one place')
	muto (3, 4)	gravy, soup
E	Vácháisa pámwé nǫmúto.	She will combine [it] with the soup.

F	Ah! Muto wêdǒvî kunaka.	Ah! Peanut butter soup is good.
E	Unódâ murívóṇyi Sara?	What kind of murivo do you like, Sarah?
	nyama (9)	meat
F	Ndinónyánya kudá nyāma.	I like meat best.
	-tórá	to take (from)
E	Ungátórą zvákó muhárí.	You may take [some] [from] (in) the pot.

Supplementary vocabulary. Cooking processes.

kubvúrá kugocha	to broil
kuvidza/kuvirisa	to boil
kukángá	to fry
kupísá	to heat, burn
kusásíká	to roast

1. The pro-verb /-díni/.

This verb was first met and discussed briefly in Unit 4. Further examples of its use are found in Group 4. Three points should be noted.

(1) The difference between indicative and relative tonal patterns:

Chákàdínì?	What is it like?
...chàkádìní?	like what?

The tones of these forms alternate between high and low, beginning in the relative with low, and with high in (third person) indicative.

(2) The English translations of this verb vary widely according to context. [See the examples in Group 4.]

(3) With the concord of Class 8 (zvakadini), this verb may be used without an antecedent, being comparable in this respect to /zvakanaka/, /zvizhinji/, etc.

2. Another sentence without a finite verb.

In the sentence:

Muto wêdŏvî kunaka!	Peanut butter soup [is] good.

there is no verb that has a subject prefix. There is only the infinitive form of the verb that means 'to become good.'

Group 1. [The purpose of Groups 1-3 is to help the student fix in his mind the meaning of the various verbs that have to do with cooking processes.] Answer, according to the usual cooking practices of Mashonaland, with an affirmative or a negative verb:
mvúrá:

kuvidza	Tinóvǐdza mvúrá.
kugocha	Hatígochí mvúrá.
kukángá	Hatíkángi mvúrá.
kusásíká	Hatísásíki mvúrá.

Group 2.

mupungá:

kubika	Tinóbǐka mupungá.
kuvidza	Hatívidzí mūpungá.

kugocha	Hatígochí mupungá.
kusásíká	Hatísásíkí mupungá.

Group 3. [Tone marks omitted from verbs].

mahobó:

kukángá	Tinokanga mahobó.
kugocha	Hatigochi mahobó.
kuvidza	Hatividzi mahobó.
kusasika	Hatisasiki mahobó.

[Continue this kind of practice, using the names of other kinds of food.]

4. Two-line conversations using /-díni/. [Note that some of the forms of /-díni/ are indicative and some are relative.

Munógǎra zvakádiní?

Tinógǎra zvakánáka kwázvo.

Muné gádheni rakádiní?	What kind of garden do you have?
Tiné díki.	We have a small [one].
Munóǐdá zvakádiní?	How do you like it (Cl. 4 or 9) ?
Tinóǐdá zvakányánya kwázvo.	We like it very much!

Chitóro chényú chákadíni?	What is your store like?
Chitóro chédú chíkŭrŭ.	Our store is large.
Muné imbá yakádiní?	What sort of house do you have?
Tiné húrú kwázvo.	We have a very large [one].
Mipanda yákadíni?	What are the rooms like?
Míkŭrŭ kwázvo.	They are very large.
Chikóro chényú chákadíni?	How is your school?
Chákánaka.	It's good.

5. Questions and answers. [The student should supply the answers. For further practice, write in the right hand column the English equivalents. Then use the English sentences as cues, giving the Shona sentences as responses.]

Baba vanosanda kwáMrewa.

Baba vánosanda kupi?

Ndiani ànosanda kwáMrewa?

Vanovadza huni.

Vanoweza here?

Vanoita basaṇyi?

Vakauya nesaki rǫufu Mugobera.

Vakauya nǫufu here?

Vakauya neṇyi?

Tinoverenga mabuku manheru.

Tinoverenga masikati here?

Tinoiteṇyi manheru?

Vakomana vanotema huni.

Ndivanaani vànotema huni?

Vanotemeṇyi?

Ndakasvika pano musi weChína.

Ndakasvika paChìna here?

Ndakasvika rini?

Ndichagara kwésṿondo rǫse.

Ndichagara kwǫmwedzi here?

Ndichagara kwéngǔvǎ yàkadini?

Ndiri kutengesa mapopo. Rimwe rinoita athereni.

Mapópo matanhatu anoita mariṇyi?

Tsime redu rákanaka kwazvo.

Tine tsime ràkadini?

Tsime redu iguru here?

[The instructor should make up still more statements and questions of this type, being careful to use no words that the students have not already met.]

Practice conversations.

You see a person with a load of groundnuts and ask where he does his selling.	Munotengesepi?	
		Tinotengesa kumusika Harare.
You ask whether he doesn't sell at Umtali.	MwáMutare hamutengesi here?	
		Muno havanyanyi kutengesa.
You ask the price of groundnuts by the sack.	Zvino nzungú dzinoiteṇyi pasaki?	
		Dziri kuita pondo ina.

The student should practice the following dialogue until he is able to give the complete sentences by reference to the cue words in the left hand column. He should also mark the tones used by his instructor.

nyama	Mai vatenga nyama here?	
kuténgá	Havana kutenga.	
makábichi	Vatenga makabichi.	
neṇyi	Zvino tinodya neṇyi?	Now what will we eat with the sadza? ('Now we will eat [sadza] with what?')

tsúnga	Tinodya netsunga.	
ndaídą	Ini ndaidą nyama nhasi.	
Chipirí	Tichatenga paChipiri.	
vanángu	Mungadeṇyizve vanangu?	What else would you like, my children?
michero	Tingada nemichero.	
musika	Ndichandotenga kumusika.	

Oral Reading Practice.

Vanhu vari kutaura mitauro mizhinji.

Vari kudzidza mitauroṇyi?

Vamwe vari kudzidza Chirungu.

Asi varungu vari kudzidza chiShona.

Tiną vanhu vanosanda mumaofisi.

Guta remuHarare rinodzidzisa mabasa.

Mhuri zhinji dzine dzimba dzakanaka.

Zvitoro zvacho zvine nhumbi zhinji.

Vanhu vǫse vanotenga mumisika.

Varimisi vǫse vanodzidza patyo neGuta.

Free conversation.

Ask questions like Munókángá nzungú heré? in order to increase your knowledge of the method of preparing /nzungú/, /tsúnga/, /tséṇgá/, /chingwa/, etc.

UNIT 21

BASIC DIALOGUE

A	Mangwánaní murimisi!	Good morning! (addressing the other person by his occupation)
B	Mangwánaní babá.	Good morning.
	ngén̩yi	with what?
	-bátsírá	to help
A	Ndingámŭbátsíra̧ ngén̩yi?	How ('by what' can I help you?
	shúka (9)	sugar
B	Ndingáŏna̧wó heré shúka?	May I have some sugar?
	--ko	[an optional interrogative enclitic]
A	Munódâ yêmărîn̩yĭko?	How much do you want?
B	Ndaíngadá̧ zvángu ya̧máshereni matánhatú.	I'd like six shillings worth
A	Zvákánaka zvázvo.	Fine.
A	Ndingámŭgádzirira̧ zvángu.	I'll get it ready for you.

Supplementary vocabulary.

Four verbs that are commonly followed by infinitives.

-regera	to cease
Règérá kudyá.	Stop eating.

Ndambórĕgera basa.	I've (temporarily) stopped work.
-fánírá	to be proper, suitable (in /-ka-/ tense: 'must')
Ndakáfănĭră kuenda.	I must go.
-natsa	to do well
Árí kūnatsa kutaura!	She is speaking very well!
-ramba	(with infinitive) to refuse
Árí kūramba kudyá sādza.	She refuses to eat food.

Supplementary vocabulary. Activities, and articles closely associated with them.

Tinóbĭka n(g̦)émugóti.	We cook with a stick.
démó (5) matémó (6)	axe
Tinótémá mití n(g̦)édĕmŏ.	We cut trees with an axe.
-tsváírá	to sweep
Tinótsváirá n(g̦)êmŭtsváíro.	We sweep with a broom.
-sona	to sew
tsono (9,10)	needle
Tinósŏna n(g̦)etsóno.	We sew with a needle.
Tinógĕza n(g̦)ésípo.	We wash with soap.

-chérá	to fetch/draw water
Tinóchérá ng̦echírongó.	We fetch [water] with a pot.
-cheka	to cut (not with axe)
bángá (5) mapángá (6)	large knife
Tinóchéka zviyó nǵ̦ebǎngǎ.	We cut millet with a knife.

1. The applicative stem extension.

Compare the verbs in these sentences:

Ndagádzira shúka.	I got the sugar ready.
Ndakúgádzirira shúka.	I got the sugar ready for you.
Tinódà húní.	We need firewood.
Áchavádzà húní.	He will split firewood.
Áchatívádzírà húní.	He will split firewood for us.
Áchaúnzà húní.	He will bring firewood.
Áchatíúnzírà húní.	He will bring firewood for us.
Áchatémà húní mūgomo.	He will cut firewood on the mountain.
Áchatítémérà húní mūgomo.	He will cut firewood for us on the mountain.
Áchàtórà húní mūgomo.	He will get firewood on the mountain.
Áchatítórérà húní mūgomo.	He will get firewood for us on the mountain.

Certain of the verb stems in these sentences contain a suffix -- or 'stem extension' -- which is either /-er-/ or /-ir-/. If the vowel of the preceding syllable is /a, i, u/, the extension is /-ir-/. Otherwise (i.e. if the vowel of the preceding syllable is /e, o/), it has the form /-er-/.

This suffix will be called the 'applicative extension.' It is used in a number of different ways. The most common is illustrated in the above examples, where the applicative extension is associated with the idea of doing something for someone, or with reference to someone. When it is used in this way, the verb usually has two objects, one of which may be an object prefix.

The foregoing does not account for all uses of the applicative extension, however. Notice for example the difference between

kufúndá kudzídzá	chiShóna	to learn Shona

and

kufúndírá kudzídzírá	chiShóna	to study Shona

Unit 11 provides an example of a still different use of the applicative extension, with no object of any kind:

Hapáná inógúrírá heré?	Isn't there a shorter one?

The simple verb stem is /-gura/, for which Hannan gives the meanings 'to cut off or across (e.g. path, country, path of sun).'

Some verbs contain a syllable that looks like the applicative extension, and which was probably just that at an earlier stage in the history of Shona. Such a verb is /-fanira/. It is difficult however to relate the meanings of this verb to the present-day meanings of the verb /-fáná/. [For practice with verbs that contain the applicative extension, see Group 1 of the materials for systematic practice.]

2. The prefix /ng̦e-/

The word /ng̦en̦yi/ contains the prefix /ng̦e-/. In westerly dialects, the prefix has the form /nde-/, and its vowel is governed by the same principles as the vowel of /na-/ (Unit 14, Note 1). The tones of forms that contain this prefix are also like those of the corresponding forms with /na-/.

The translation of /ng̦e-/ is variously 'about' (i.e. concerning), 'by (means of)', or 'with'. [For practice with words that contain this prefix, see Groups 3 and 4.]

1. Simple vs. applicative stems of some verbs.

Ánodá nyama.	He wants meat.
Ndichágócha nyama.	I'll roast meat.
Ndichámúgóchera nyama.	I'll roast him some meat.

Ánodá doví.	He wants peanut butter.
Ndichágádzira doví.	I'll make some peanut butter.
Ndichámúgádzirira doví.	I'll make peanut butter for him.

Vánodá pārafíni.	They want paraffin.
Tichátěngǎ parafíni.	We'll buy some paraffin.
Tichávǎténgérá parafíni.	We'll buy some paraffin for them.

Havágoní kusándá.	They can't work.
Tichásǎndǎ.	We'll work.
Tichávǎsándírá.	We'll work for them.

Haúgoní kūenda kuguta.	You can't go to town.
Áchaénda kuguta.	He'll go to town.
Áchakúéndera kuguta.	He'll go to town for you.

Munódâ imbá.	You want a house.
Váchaváká imbá.	They'll build a house.
Váchamúvákírá imbá.	They'll build you a house.

2. Object prefixes. Places from which various things are usually taken.

	'Where did you get the firewood?'	'I got it on the mountain.'
húní	Watórepí húní?	Ndadzítórá mūgomo.
murívó	Watórepí murívó?	Ndaútórá kugádheni.
magwére	Watórepí magwére?	Ndaátórá kūmunda.
mbatyá	Watórepí mbatyá?	Ndabvá nádzo kuchitóro.
sadza	Watórepí sādza?	Ndarítórá muhárí.
↳	chigěrǒ, zingwa, pópo, ufu, mushongá, etc.	

[The symbol ↳ means that the horizontal row of words (here /chigě̆rŏ, zingwa/ etc.) are to be used as cues parallel to the words in the vertical column (here /húní... sadza/), and the corresponding sentences are to be supplied by the student.]

3. The prefix /nde/ with demonstratives. Agreement of demonstratives with nouns.

'We're glad on account of this meat.'

nyama	Tafárá ngeíyi nyama.
murívó	Tafárá nge̦úyu murívó.
pópo	Tafárá nge̦íri pópo.
mushá	Tafárá nge̦úyu mushá.
mazwí	Tafárá nge̦aya mazwí.
mvúrá	Tafárá nge̦íyi mvúrá.
sadza	Tafárá nge̦íri sadza.
tsíme	Tafárá nge̦íri tsíme.

4. Nouns and infinitives connected by /~ǫ-/.

'What do you cut trees with?'

'We cut [them] with an axe.'

'I want an axe for cutting trees.'

'We want axes for cutting trees.'

kutémá	Munótémà ngé̦n̩yi mití?
	Tinótémà ngé̦dě̆mŏ.
	Ndinódà démó rǫkutémá mití.
	Tinódâ matémó ǫ́kutémá mití.

kutsváírá	Munótsváírà ngén̩yi pasí? Tinótsváírà ngêmǔtsváíro. Ndinódâ mutsváíro wǫ̂kǔtsváírá pasí. Tinódâ mitsváíro yǫ̂kǔtsváírá pasí.
kusona	Munósǒna ngén̩yi mbatyá? Tinósǒna ngetsóno. Ndinódâ tsono yǫkúsona mbatyá. Tinódâ tsono dzǫkúsona mbatyá.

Treat the following sentences in the same way:

kuchérá	Munóchéra ngén̩yi mvúrá?
kugeza	Munógěza ngén̩yi mbatyá?
kuchéká	Munóchěka ngén̩yi murívó?

Practice conversations.

You ask someone whether among his people they combine peanut butter with gravy.	Kwenyu munoisa dovi pamwe nemuto here?	
		Hatinyanyi kudaro.
You ask what kind of gravy they like best.	Munodisa muto wàkadini?	
		Tinonyanya kudya muto wenyama ne(we) masimo.

You ask a person where his son has gone,	Mukorore wenyu w̩aenda kupi?	
		W̩aenda kujana mangwanani.
and when he will be back.	Anouya rini?	
		Manheru.
You ask a person whether he knows how to drive,	Unoziva kuchaira here?	
		Handinatsi kuziva(ba).
and whether he has ever taken driving lessons.	Wakambodzidzira here kuchaira?	
		Ndakambodzidzira zvangu zvishoma.
You say that you have to go up on the mountain.	Ndakafanira kuenda mugomo.	
		Kundoiten̩yi?
You say you are going there to cut firewood, that you (pl.) are out of it.	Kundotema huni. Huni dzatiperera.	
		Ndingandokubatsiraiwo.

Oral reading practice.

Ndiani w̩aenda kundotambira mufundisi?

Baba Marata w̩aenda.

Ndakatenga mbatya itsva.

Wakatenga kupi?

Ndakatenga kuMarondera.

Unoda dovi pachingwa here?

Vana vanodisa dovi here?

Kwenyu vanoisa dovi pamwe nemuto here?

Kwenyu vanoisa dovi pamwe nemakabichi here?

Mwakamboedza muto wedovi here?

Mbuya venyu vanobika zvakanaka here?

Nyama imhando yemurivo here?

Muto imhando yemurivo here?

Mugwagwa mupamhi unoenda kupi?

Unoenda kuNyanga.

Munotsauka papi kuenda Bòndà?

Pabandéra rechípirí.

Baba vaenda kuhosipitari.

Vanen̩yi?

Vano̧ ruvoko.

Uchaenda ngépi kwáMutáre?

NgekuPéniranga.

Ah! Hamúzívírí heré mugwagwa mutsva?

Mutsvá múpfúpi kupinda wekáre.

Ndaiziva zvangu, asi ndaida kuona shamwari ìri Péniranga.

Mugwagwa mutsva unosvika ngekuPeniranga here?

Mugwagwa mutsvá múrefu here kupinda wekare?

Mugwagwa wekare múpamhi here kupinda mutsva?

Baba Moyo vaiziva here kuti kune nzira pfupi?

Shamwari yake iri kupi?

Free conversation.

1. Mention several things that you are glad of.

2. Re-enact the basic dialogue, but with different commodities and buying different amounts, expressed in terms of money.

UNIT 22

BASIC DIALOGUE

A	Munógǎra muNéw York heré?	Do you live in New York?
	dúnhú (5), matúnhú (6)	district
B	Kwéte, ndinóbvâ murimwe dúnhú.	No, I come from another state.
	-dyá	to eat
A	Munódyawó sādza rédú heré?	Do you eat our [kind of] food too?
	-síyáná	to part from one another, to differ
	-bvira	[?]
B	Kwéte zvákábvira kusíyáná.	No, it is quite different.
A	Ndíaní unómǔbátsírá bāsa rényú?	Who helps you [to do] your work?
	~ǫ́gá (~ega)	alone
B	Ah! Tinózvǐbâtíra tǫ́gá.	Oh, we do it for ourselves.
	ko	[an interrogative word]
	sesú	like us
A	Ko, munórǐmawó heré sesú?	Tell me, do you farm the way we do?

	mucheńi (3,4)	machine
B	Zvákáti· síyané, tinónyănya michéní.	It's a little different, we we [use] more machines.
	~temá	black
A	Kúną vānhu vatemáwo heré?	Are there also black people?
	chaízvo	[an intensifier]
B	Várì kúnó chaízvo.	There are a lot. ('They are there very much.')

Supplementary vocabulary.

People: white, black, coloured, etc.

Some ethnic groupings.

muZezúru (1,2)
muKárángá (1,2)
muManyíka (1,2)
muKorekore (1,6)
muNdaú (1,2)
muBochá (1,2)
muGárwé (1,2)
muRozví (1,2)
muChángana (1,6)

Some racial categories:

murungu (1,2)	European
bhunú (5,6)	Boer
bwacha (5,6)	Indian
~chená	white
~temá	black

Two general terms:

rudzí (11)	tribe
pl. ndudzí (10)	
muitiro (3,4)	custom

Two verbs:

kusíyáná	to leave one another, to differ
kufánáná	to be like one another

1. Reflexive verb forms.

Notice the underlined syllables in the following sentences:

Tinózvǐîtǐra basa.	We do the work for ourselves.
Tinózvǐbâtírâ basa.	

The underlined syllable is a reflexive prefix. It occurs in the same position in the word where the object prefixes are found, and no verb form contains at the same time the reflexive prefix and one of the other object prefixes.

The term 'reflexive' means that the object of the verb is the same as the subject. English examples are 'I hurt myself', 'They outdid themselves.'

In its spelling, the reflexive /-zvi-/ is identical with the object concord for Class 8. (In some dialects, the reflexive is /-dzi-/, identical in its spelling with the object prefix for Class 10.) The only difference between a verb form with a Class 8 (or 10) object prefix and one with a reflexive prefix is in the tonal pattern. There is a large amount of dialect variation in this respect, so that the student should make his own observations on this point. As he does so, he should be careful to get at least one example of a reflexive form for each cell in the following table:

	High verbs	Low verbs
Monosyllabic (e.g. -dá)		
Disyllabic (e.g. -óná)		
Trisyllabic (e.g. -bátsírá)		
Quadrisyllabic (e.g. -gadzirira)		

[For practice, see Groups 3 and 4.]

2. The nonconcordial prefix /s-/.

The sentences:

Munórǐmawó heré sesú?	Do you also plow as we do?
Ánófunga sômwǎnâ.	He thinks like a child.
Ánófunga saMáí.	She thinks like Mother.

contain the nonconcordial prefix /s-/. This prefix always occurs joined to the linking prefix. Tonally, it is exactly like the nonconcordial prefix /n-/. In particular, this means that with nouns of Class 1a, regardless of their tonal patterns, the prefix syllable /sa-/ has low tone. [For practice, see Group 1.]

1. The prefix /sa-/.

	'He thinks like a child.'
mwaná	Ánófunga sǫ̂mwǎnâ.
mukúru	Ánófunga sǫ̂mǔkúrú.
babá	Ánófunga sababá.
máí	Ánófunga samáí.
muténda	Ánófunga sǫ̂mǔténda.
murungu	Ánófunga sǫmúrungu.
mutemá	Ánófunga sǫmútemá.
munhu	Ánófunga sǫmúnhu. ('talk sense')

2. Questions about similarity and difference.

miitiro	Miitiro yaváZezúru yákasíyáná heré néyąváManyíka?	Are the customs of the Zezuru different from those of the Manyika?
	Yákadá kufánáná.	
sadza	Sadza remáBwacha rákafánáná heré nérȩvárungu?	Is the food of the Indians like that of the Europeans?
	Harína kufánáná. Rákasíyána kwázvo.	
mutauro	Mutauro wą̂măChángana wákafánáná heré nêchĭShóna?	Is the language of the Shangaans like Shona?
	Wákafánáná zvīshoma.	
chirungu	Chirungu nechíBhunú zvákafánáná heré?	Are English and Afrikaans similar to one another?
	Zvákadá kufánáná.	
guta	Guta rêHăráre rákafánáná heré negúta reBhúrúwayo?	Is Salisbury like Bulawayo?
	Harína kufánáná.	
matúnhú	Matúnhú ényú ákafánáná heré néedú?	Are your states/districts similar to ours?
	Haáná kufánáná.	

[The students should ask and answer questions of these kinds, using the words makomo, mití, ndwizí, zvikóro, dzimbá, mbatyá, etc.]

3. Reflexive forms with all persons and numbers.

	'I bought (my) soap.'	'I bought myself some soap.'
iní	Ndaténgà sípo yángu.	Ndazvítèngéra sípo.
íye	W̩átĕngà sípo yáké.	W̩ázvítèngéra sípo.
isú	Taténgà sípo yédú.	Tazvítèngéra sípo.
ívo	Vátĕngà sípo yávó.	Vázvítengéra sípo.
iwé	Waténgà sípo yákó heré?	Wazvítengéra sípo heré?
imw̩í	Mw̩aténgà sípo yényú heré?	Mw̩azvítengéra sípo heré?
iní	Ndabíka sadza rángu.	Ndazvíbikíra sadza.
íye	W̩ábíka sadza ráké.	W̩ázvíbikíra sadza.

↳isú, ívo, imw̩í, iwé, babá, majahá, vasíkaná, etc.

4. Reflexive verb forms vs. verb forms with other object prefixes.

	'There is no-one who can cook for me.' 'I must cook for myself.'
kubika	Hapáná angándĭbíkirą sadza.
	Ndakáfănĭră kuzvíbikíra.
kutémá	Hapáná angándĭtémérą húní.
	Ndakáfănĭră kuzvítemére.
kurima	Hapáná angáṇdĭtémérą húní.
	Ndakáfănĭră kuzvírimíra.
kugeza	Hapáná angákŭgézérą ndíró.
	Wakáfănĭră kuzvígezéra.

kuóná	Hapáná angákŭ́ónérą́ bāsa.
	Wakáfǎnǐrǎ kuzvíonéra.
kutaura	Hapáná angákutáúrirą.
	Wakáfǎnǐrǎ kuzvítaúríra.

5. /~ǫ́gá/

'Will you go by yourselves?'	'We will go by ourselves.'
Munóěnda mwǫ́gá heré?	Tinóěnda tǫ́gá.
Vánóenda vǫ́gá heré?	Vánóenda vǫ́gá.
Unóěnda wǫ́gá heré?	Ndinóěnda ndǫ́gá.
Ánóenda ǫ́gá Heré?	Ánóenda ǫ́gá.

Practice conversations. [The students should supply most of the tones in these conversations.]

You ask a person whether he can please teach you Zezuru.
Mungandidzidzisąwo
here chiZezuru?

Handinatsi kuchiziva.
Ndiri muNdàú.

You say you're glad to know he's a Ndau, and that you have some friends from Chipinga.
Ah! Ndafara kuziva
kuti uri muNdau!
Ndine shamwari dzangu
dzinobva Chipinga.

Dzinogara papi?

You reply that they work around here.	Dziri kusanda muno.	
You ask a person about his tribal origin.	Urí rudziṇyí?	
		Ndiri muManyíka.
You ask whether he comes from Umtali,	Unobva kwáMutáre here?	
		Kwete(bá), ndinóbva Nyángà.
and when he came to Salisbury.	Wakáŭya ríni muHaráre?	
		Ndàγán̨ mákoré ndáγà múnó.
You ask whether the Zezuru language is similar to Manyika.	Mutauro wechíZezuru wakafanana here nǫmutauro wechi-Manyika?	
		Wakafanana, $\left\{\begin{matrix}\text{chéte}\\ \text{asi}\end{matrix}\right\}$ mazwi mashoma akasiyana.
You ask a person how long he took to learn English.	Mẉakatora nguva yakadini kudzidza chirungu?	
		Zvakatora nguva huru.

You ask whether he speaks English at work.	Munotaura chirungu here pabasa?	
		Tinotaura zvedu zvishoma.

Oral reading practice. [Tone marks have been largely omitted.]

Muguta reHarare munǫ ndudzi dzàkasiyana. Múną vaZezuru vànobva kwaSeké, Chíotá, neMréwa. VaKaranga vanobva Fort Victoria. VaNdevére vánobva Gwerú kusvika Bhurúwayo. VaNdevere havatauri chiShona. Vanotaura chiNdevere. VaManyika vanobva Rusápi kusvikira Nyánga. Vamwe vanobva kwáMaránge kusvika kwaMutambara.

MuHarare múne ndudzin̦yi?

Ndivanaani vànobva kwáSeka?

Vakaranga vanobva kupi?

VaNdevere vanobva kupi?

VaNdevere vanotaura chiShona here?

VaManyika vǫse vanobva kwáMutáre here?

Free conversation.

Compare the eating habits of Africans and Europeans.

Compare the eating habits of Britain and the United States, or of any other pair of countries.

UNIT 23

BASIC DIALOGUE

A.	Oh! Tǫsé takárĭfárírá doví rakábĭkwa naMbúya.	We all enjoyed the peanut butter that grandmother cooked.
	-sévénzá	to work
	-sévénzésa	to use ('cause to work')
	-sévénzéswa	to be used ('caused to work')
B	Rínosévénzéswa sén̩yi?	How is it used?
A	Kuti uchídá, ungáísą pachingwa, dzimwe ngúvá mumurívó.	If you like, you can put it on bread, sometimes in murivo.
A	Kana munyama yakáóma rínónaka.	It's even good with dried meat.
	vhíki (5,6)	week
	-gashira	to recieve
	tsamba (9,10)	letter
C	Vhíki rakápĕră takágáshira tsamba kubvá Bhurúwayo.	We got a letter from Bulawayo last week.
D	Ndíaní w̩akányŏrá?	Who wrote [it]?

	hánzvádzi (9,10)	sibling of opposite sex
C	Hánzvádzi yángu yákanyórá.	My sibling of the opposite sex wrote [it.]
	masoko (6)	news
D	Yáítaura masokoŋyí?	What news did he have ('speak')?
C	Iyo yákáti írí kuúyá vhíki rinóúyá, musí weMúgobéra.	He said he's coming next week, on Saturday.
D	Vánoúyá`néŋyi?	How ('with what') is he coming?
	chitíma (7,8)	train
C	Nêchĭtíma.	By train.
C	Hánzvádzi yángu yáŭyǎ.	My brother has arrived.
	mweni (1,2)	stranger, guest, foreigner
	--su	[enclitic, an exclamation of surprise]
D	Oh! Muné mwenisu!	Oh, you have a guest then!
	rwendo (11,10)	journey
D	Rwendo rwáké rúnóita mazúvá manganí?	How long does his trip take?
C	Rúnóita mazúvá mairí.	It takes two days.

C	Bhurúwayo ínzvímbo irí kure.	Bulawayo is a distant place.

Supplementary vocabulary. Some kinship terms.

zítá (5,6) name

[In the list that follows, each kinship term is preceded by /zítá ra-/ in order to show the difference between Class 1 and Class la.]

(zítá rá)mukóma	(1,2)	older sibling of same sex
(zítá rǫ̂)mŭníng'ína (or: munúng'úna)	(1,2)	younger sibling of same sex
(zítá rá)sekúru	(la)	grandfather
(madzisekúru)	(6)	
(zítá rá)teté	(la)	father's sister
(madziteté)	(6)	
(zítá rǫ̂)mŭkádzí	(1,2)	woman, wife
(zítá rǫ)múbereki	(1,2)	parent

Modes of transportation.

mótoka	(9,10)	car
bházi	(5,6)	bus
básikoro/básekoro	(5,6)	bicycle

mudhudhudhu	(3,4)	motorcycle
chikóchikari	(7,8)	oxcart
ngoró	(9,10)	

1. Passive verbs.

Compare the sentences:

Tinósévénzésa doví.	We use peanut butter.
Doví rínosévénzéswa sén̩yi?	How is peanut butter used?
Vaná vádyâ sadza.	The children ate the sadza.
Sadza rádyǐwǎ nd̩â̧vǎnâ.	The sadza was eaten by the children.
Sadza rádyǐwǎ naBabá.	The sadza was eaten by Father.

(or: ...ndíBabá.)

Two sets of facts must be noted concerning the passive construction in Shona. The first set has to do with the suffix, or 'extension' which is added to the stem of the verb. The second set has to do with the non-concordial prefix which is added to the noun that stands for the person or thing by which the action of the verb was accomplished.

The most frequent form of the passive extension is /-w-/. It follows all other extensions, and stands immediately before the final vowel of the verb:

-sevenz-	-es-	-w-	-a
'work'	[causative]	[passive]	[final vowel]

For verbs that have monosyllabic stems (e.g. /-dyá/, /-dá/, the passive extension usually has the form /-iw-/: /-dyíwá/, /-díwá/, /-mwíwá/. Some speakers have /-píwá/ as the passive of /-pá/ 'give', but others have /-púwá/.

The noun or pronoun that stands for the person or thing by which the action of the verb was accomplished is preceded by a non-concordial prefix, which is either /n-/ or /nd-/ or /ng-/ according to dialect. The non-concordial prefix is, as always, combined with the appropriate form of the linking prefix. [For practice with passive verbs, see Groups 1-4.]

2. The '/-chi/ participial' form of verbs.

The basic dialogue contains the expression:

Kuti ùchídá...	If you wish...

This form of the verb /-dá/ 'to want, love, like' contains, in addition to the subject prefix /ù-/, the non-initial prefix /-chí-/. A form of this kind, here called the 'chi- participial', never serves as the main verb in a sentence. It does however have a number of other important uses, one of which is illustrated above. The construction which consists of the word /kuti/ (or /kana/) plus this form is usually translated into English with an if-clause. Other uses of the chi-participial will be met in later units.

In chi-participial forms, the subject prefix is always low in tone, whether for first, second, or third person, and the Class 1 prefix is /à-/ even in those dialects for which the Class 1 subject prefix in indicative forms is /u-/:

únodá...(some dialects)
ánodá...(standard dialects) } 'he wants'

but:

kuti àchídá (all of the above dialects) 'if he likes'

The tone of /-chí-/ is always high. The first tone of a polysyllabic low verb stem that follows /-chí-/ is also raised. (In some dialects, one or more additional stem syllables may be raised in this way.) So, for example:

High verbs.	Low verbs.
kuti uchídá	kuti uchíti
kuti uchísándá	kuti uchísóna
kuti uchísévénžá	kuti uchítáura
kuti uchísévénzésa	kuti uchígádzirira

With object prefixes.

kuti uchírĭdá	
kuti uchírĭténgá	kuti uchírĭsóna
kuti uchírĭténgésá	kuti uchírĭgádzira
kuti uchírĭsévénzésa	kuti uchírĭgádzirira

The verbs /-dáro/, etc.

kuti uchídaró

Additional examples:

Ndicháénda kundotémá`húní.	I'm going to go cut firewood.
Kuti uchíndotémá`húní, ndichándokúbátsírá.	If you go cut firewood, I'll go help you.
Ndicháénda kuHaráre.	I'm going to go to Salisbury.

Kuti uchíénda kuHaráre ndicháénda newé.	If you go to Salisbury, I'll go with you/ take you along.
Kuti uchísóna ùnósévénzésa tsono.	When/if you sew, you use a needle.

[For practice with chi-participial forms, see Groups 5,6.]

1. Active vs. passive verbs.

	'I cut up the muriwo.'	'The muriwo was cut up by you.'
iní	Ndakáchěkǎ muríwó.	Muríwó wákachékwá nemw̩í. (or: ...ndímw̩í).
mukúnda	Mukúnda wákachéká muríwó.	Muríwó wákachékwá nô̧mŭkúnda.
mhandara	Mhandara yákachéká muríwó.	Muríwó wákachékwá nemhándara.
muníng'ína	Muníng'ína wákachéká muríwó.	Muríwó wákachékwá nô̧mŭníng'ína.
vasíkaná	Vasíkaná vákachéká muríwó.	Muríwó wákachékwá nâ̧văsíkaná.

Class la nouns:

máí	Máí vákachéká muríwó.	Muríwó wákachékwá namáí. (or:...ndímáí)

mbúya	Mbúya vákachéká muríwó.
	Muríwó wákachékwá nambúya.
mukóma	Mukóma vákachéká muríwó.
	Muríwó wákachékwá namukóma.
vakúrú	Vakúrú vákachéká muríwó.
	Muríwó wákachékwá ną̂vákúrú.

2. Use of appropriate form of prefix with Class 1 vs. Class 1a nouns.

	'The clothes were sewn by Mother.'
kusona mbatyá	Mbatyá dzákásonwa namáí. (or: ndímáí)
mukóma	Mbatyá dzákásonwa namukóma.
kuchérá` mvúrá	Mvúrá yákachérwá namukóma.
muníng'ína	Mvúrá yákachérwá nǫmuning'ína.
kugeza ndíró	Ndiro dzakagezwa nǫmuning'ína.
hánzvádzi	Ndiro dzakagezwa nehanzvadzi.
kwenda kurwizí	Kurwizi kwakaendwa nehanzvadzi.
mweni	Kurwizi kwakaendwa nǫmweni.
kuverenga tsamba	Tsamba dzakaverengwa nǫmweni.
mudzídzísi	Tsamba dzakaverengwa nǫmudzidzisi.
kutaura masoko	Masoko akataurwa nǫmudzidzisi.
babá	Masoko akataurwa nababa.
kukángá magwére	Magwere akakangwa nababa.
mukádzí	Magwere akakangwa nǫmukadzi.

kudyá nyama	Nyama yakadyiwa nǫmukadzi.
murúmé	Nyama yakadyiwa nǫmurume.
kumwá kófi	Kofi yakamwiwa nǫmurume.
sekúru	Kofi yakamwiwa nasekuru.

3. Active with object prefix vs. passive.

'My older brother gave me some money.'	'I was given money by my older brother.'
Mukóma vándǐpa marí.	Ndapíwá marí namukóma. (Ndapúwá...)
Mukóma vádyǎ sadza.	Sadza rádyǐwǎ namukóma.
Mukóma vámwǎ mahéu.	Mahéu ámwǐwǎ namukóma.
Mukóma ánodá vaning'ina.	Vaning'ína vánodíwá namukóma.

4. Active vs. passive, in sentences for which corresponding passive sentences do not exist in English.

	'Father went to the dip tank.'	('To the dip tank was gone by Father.')
dhíbhi	Babá váénda kudhíbhi.	Kudhíbhi kwáéndwa nababá.
jangano	Baba vaenda kujangano.	Kujangano kwaendwa nababa.
rwendo	Babá váfǎmbǎ rwendo.	Rwendo rwáfǎmbwǎ nababá.

imbá	Babá vápínda mumbá.	Mumba mw̩ápíndwa nababá.
dangá	Babá váénda padangá.	Padangá páéndwa nababá.

5. The 'chi-participial' form.

	'If/when you do sewing, you use a needle.'
kusona	Kuti uchísóna, unósévénzésa tsono.
kutémá	Kuti uchítémá mití unósévénzésa démó.
kuchéká	Kuti uchíchéká unósévénzésa bángá.
kubika	Kuti uchíbíka sadza unósévénzésa mugóti.

6. The 'chi-participial' form.

	'When we study, we go to school.'
kudzídzá	Kuti tichídzídzá tinóĕnda kuchikóro.
kuchérá	Kuti tichichéra mvúrá tinóĕnda kutsíme.
kurima	Kuti tichíríma tinóĕnda kumunda.
kutémá	Kuti tichítémá mití tinóĕnda mugomo.
kuténgésá	Kuti tichíténgésá tinóĕnda kumusika.
kudá	Kuti tichídá sadza tinóbĭka.

Practice conversations.

You ask how much the trip to Bulawayo costs.	Rwendo rwêBhŭrúwayo rúnóita marín̩yi?	
		Unóĕnda sén̩yi?
You say you're going by bus.	Ndinóĕnda nébházi.	
		Rúnóita póndo.
You ask how long it takes to get there.	Rínotórá`ngúvá yakádiní kusvika?	
		Harítóri ngúvá yakányánya.

You say that your (sibling of the opposite sex) has written you, making it sound as though this had happened before today,	Hánzvádzi yákandínyóréŕa tsamba.	
		Yákátin̩yí?
and that he/she gave a lot of news.	Yákátaura masoko mazhínjí.	
		Wakáfără herĕ nemásoko?

		Ndakáfără`kwázvo.
You ask a boy his name,	Zítá rákó ndíaní?	
		Ndíní Jongwé.
and where he lives,	Unógărepí?	
		Ndinógără kwáChíotá.
and how many people live in the same house with him,	Murí vánganí mumbá mw̩ényú?	
		Tirí vashánŭ.
and who is the eldest.	Ndíaní mukụ́rú?	
		Hánzvádzi yángu ndíyo húrú.
You ask how many boys.	Vàkómaná vánganí?	
		Vakómaná tirí vairí.

Free conversation.

1. Ask and answer questions about who has done or usually does certain actions. Use passive indicative verbs: 'By whom was the letter written?' etc.

2. Practice the same kind of question, but with active relative verbs: 'Who wrote the letter?' etc.

UNIT 24

BASIC DIALOGUE

	-kúrá	to grow (intransitive)
A	Maruva ángu ákŭrǎ`kwázvo.	My flowers have grown a lot.
B	Ndíaní arí kudirira?	Who waters [them]?
	-sándísá	to cause to work, to use
	mupombí (3,4)	pipe
A	Oh! Ndirí kusándísá mupombí.	Oh, I use a pipe.
	-díkáná	to be wanted
A	Maruva mazhínzhí ánodíkáná.	Many flowers are needed.
A	Vadzimáí vánoádísá` kwázvo.	Women like them very much.
B	Ng̦én̩yi vachíǎdá?	Why do they like them?
A	Vánodísá kuisa mudzimbá.	They like to put them in [their] houses.
	-kúdzá	to cause to grow
	nhangá (9,10)	yard
A	Vamwe vánokù́dzá munhangá.	Some grow [flowers] in [their] yards.
	-nángísíka	to look, appear
A	Nhangá dzínonángísíka zvakánáka.	The yards look nice.

Supplementary vocabulary.

Small, useful, non-edible plants.

Tinótórá tsanga kurwizí.	tsanga (9,10)	reed
Masengere ánoónéká kumatúnhú eNyánga.	sengere (5,6)	bamboo
Tinótórá h̩uswá mubánĩ.	h̩uswá (14)	grass
	bánĩ(5)	open level land
	mapánĩ (6)	

1. The chi-participial form in 'why' questions.

The basic dialogue for this unit contains an example of another principal use of the chi-participial form which was described in Unit 23, Note 2:

Ng̦én̩yi vàchíǎdá?	Why do they like them (Cl. 6)?
[nd̦én̩yi??]	

After the word /ng̦én̩yi/ 'why' the chi-participial form, and not the indicative, is used.

Note however that when /ng̦én̩yi/ follows a verb, it has no effect on the form of the verb, and is itself usually translated as 'with/by what?', rather than as 'why?':

Tinọchěka murívó nd̦én̩yi?	What do we cut murivo with?

[For practice with this use of the chi-participial form, see Groups 4,5.]

2. The neuter extension /-ik-/.

A new verbal extension is illustrated in the sentences:

Maruva mazhínzhí ánodíkáná.	Many flowers are needed.
Nhangá dzínonángísíka zvakánáka.	The yards look nice.

The verb stem /-nángísíka/ 'to appear, look, seem' is to be compared with the stem /-nángísá/ 'to look at', and /-díkáná/ with /-dá/ 'to want, like, love, need'. Compare also the stems:

/-óná/ 'to see'	/-ónéká/ 'be seen, be visible'
/-ita/ 'to do'	/-itika/ 'to be done'
/-témá/ 'to cut'	/-téméká/ 'to be cuttable'

The extension illustrated by these pairs of stems has two forms: /-ek-/ when the vowel of the preceding syllable is /o/ or /e/, and /-ik-/ after /i, a u/. Its tone is high with high stems, and low with low stems. This extension is labelled 'neuter' by Fortune (AGS § 405 ff.)

The two most common meanings associated with the neuter extension are (1) to be _____able:

-ónéká	to be visible

(2) to get done, with no reference to the person or thing that performed the action:

hazvíìtíkǐ	it isn't done (in the sense of 'people just don't do it')

Compare a similar phrase, in which specification of the actor or doer makes necessary the passive extension, rather than the neuter.

Zvákáitwa ndíaní?	By whom was it done?

[For practice with the neuter extension, and with the difference between the uses of passive and neuter extensions, see Groups 1-3.]

1. Examples of other roots plus the neuter extension.

kurima	Murí kurima munda.	You are cultivating the field.
	Zvírí kurimika here?	Is it ('are conditions') right for cultivating?
kunángísá	Nángísá mbatyá yáké itsvá.	Look at her new piece of clothing.
	Ínonángísíka zvakádiní?	How does it look?
kuvadza	Murí kuvádzá`húní.	You are splitting firewood.
	Dzínovádzíká heré?	Is it suitable for splitting?
kusímá	Murí kusímá maruva.	You are transplanting flowers.
	Árí kusímíká zvakánáka heré?	Are they suitable for transplanting?

2. The neuter extension.

kumwá	Iyi mvúrá ínomwíká heré?	Is this water suitable for drinking?
	Iyi mvúrá haímwíkí nokúti hainá kuvidzwa.	This water isn't drinkable because it hasn't been boiled.

kudyá	Iri sadza rínodyíká heré?	Is this sadza edible?
	Vamwe vánóti harídyíkí nokúti harínó munyú.	Some [people] say it isn't edible because it lacks salt.
kurima	Uyu munda únórimika heré?	Is this field suitable for plowing?
	Haúrimíkí nokúti wákaómá.	It isn't suitable for plowing because it is [too] dry.
kutémá	Iyi mití ínotéméká heré?	Are these trees right for cutting?
	Haítéméki nokúti yákányanya kukúrá.	They aren't suitable for cutting because they've grown too much.
kuvádzá	Iyi húní ínovádzíká heré?	Is this piece of firewood suitable for splitting?
	Haívádzíkí nokúti yákányanya kuómá.	It isn't suitable for splitting because it is too dry. ('too hard?')

3. Neuter vs. passive.

	'The firewood is cuttable.'	'The firewood was cut by father.'
kutémá` húní	Húní dzíngatéméką́.	Húní dzakatemwa naBabá.
kufámbá rwendo	Rwendo rúngafámbíką́.	Rwendo rwákafambwa naBabá.

kuverenga bhúku	Bhuku ringaverengeka.	Bhuku rakaverengwa naBaba.
kunyórá tsamba	Tsamba inganyoreką.	Tsamba yakanyorwa naBaba.
kusvika muguta	Muguta mungasvikiką.	Muguta mwakasvikwa naBaba.
kudzidzira chiShóna	ChiShona chingadzidziriką.	ChiShona chakadzidzirwa naBaba.
kudya aya masímó	Aya masimo anodyiką.	Aya masimo akadyiwa naBaba.

4. The chi-participial form after /ng̦én̩yi/.

'People build houses.'
'Why do people build houses?'

kuváká dzimbá	Vanhu vánováká dzimbá.
	Ng̦én̩yi vanhu vachíváká dzimbá?
kunyórá mabhúku	Vanhu vánonyórá mabhúku.
	Ng̦én̩yi vanhu vachínyórá mabhúku?
kuita basa	Vanhu vánóita basa.
	Ng̦én̩yi vanhu vachííta basa?
kukúdzá maruva	Vanhu vánokúdzá maruva.
	Ng̦én̩yi vanhu vachíkúdzá maruva?
kuvidza mvúrá	Vanhu vánóvidza mvúrá.
	Ng̦én̩yi vanhu vachívídza mvura?

kugeza mavókó	Vanhu vánógeza ʼmavókó.
	Ng̦éɲyi vanhu vachígéza mavókó?
kutsváírá mumbá	Vanhu vánotsváírá mumbá.
	Ng̦éɲyi vanhu vachítsváírá mumbá?
kudzídzírá mitauro	Vanhu vánodzídzírá mitauro.
	Ng̦éɲyi vanhu vachídzídzírá mitauro?

5. The chi-participial form after /ng̦éɲyi/. Questions and answers.

Ng̦éɲyi vadzimáí vachíkúdzá maruva?	Why do the women grow flowers?
Nokúti vánodá kuisa mudzimbá dzávó.	Because they want to put [them] in their houses.
Ng̦eɲyi ùchídàró?	Why do you do like that?
Kudíni?	Like what?
Ngéɲyi vanhu vàchírímǎ munda?	Why do people cultivate the field[s].
Nokúti vánodá mbésa.	Because they want crops.
Ng̦éɲyi vanhu vachísévénzésa michéní?	Why do people use machines?
Nokúti michéní ínovábátsírá mubasa rávó.	Because machines help them in their work.
Ng̦éɲyi vanhu vachíénda kutsíme?	Why do people go to the well?
Nokúti vánodá kuchéráˋmvúrá.	Because they want to fetch water.

Ng̩én̩yi vanhu vachídyá sadza rézviyó?	Why do people eat sadza [made] of millet?
Nokúti rínovánákíra.	Because it is good for them.
Ng̩én̩yi vanhu vachíénda kurwizí?	Why do people go to the river?
Nokúti vánodá kugeza kana kutórá tsanga.	Because they want to wash or to get ('take away') reeds.

6. Random substitutions.

Vadzimáí vánodísá maruva.	Women like flowers very much.
Vadzimáí vánodísá mbatyá itsvá.	Women like new clothes very much.
Vaná vákapi̩wá mbatyá itsvá.	The children were given new clothes.
Vaná vákapi̩wá`mbésa.	The children were given food.
Takáfănĭră kukúdzá`mbésa.	We must grow crops.
Takáfănĭră kuténdérúka.	We must turn around.
Hatíná kuténdérúka.	We didn't turn around.
Hatíná matémó matsvá.	We don't have new axes.
Únzáí matémó matsvá.	Bring the new axes.
Únzáí h̩uswá huzhínjí.	Bring a lot of grass.
Hatíná kupísá h̩uswá huzhínjí.	We didn't burn much grass.

Hatíná kupísá nyama.	We didn't burn the meat.
Tǫ́sé tinódísá nyama.	All of us are fond of meat.
Tǫ́sé tinómŭzívá`kwázvo.	All of us know him/you very [well].

Practice conversations.

You ask someone what he is looking for.	Uri kutsvakeŋyi?	
		Ndirí kutsvaka saki.
You ask what kind of sack.	Saki rakadini?	
		Rǫkuisa magwere.
You ask where it (the maize) is supposed to go.	Ari kuda kuenda kupi?	
		Kumusika wǫkuHarare.
You ask how it (the sack) will go.	Rinoenda seyi?	
		Nemotokari yédú.
You say you are going to the store, and ask someone whether he can take you.	Ndiri kuenda kuchitoro. Ungadą kuenda neni heré?	
		Handigoni kuenda newe nokuti ndine basa zhinji.

You suggest that he can do his work tomorrow.	Ungazoita̧ basa rako mangwana.	
		Kwete. Ndakafanira kupedza n̩hasi.
You offer to help him, if he likes.	Kuti uchida ndingakubatsira̧wo.	
		Ndingafara̧ kwazvo.
You ask what work he is doing.	Uri kuita basan̩yi?	
		Ndiri kugeza mumba.
You agree, and say you can fetch water.	Zvakanaka. Ndingachera̧wo mvura.	

Oral reading practice.

Baba, muri kudíkánwá. Kupi? Kuchikoro. Naani? No̧mudzidzisi mukuru. Anoden̩yi? Kwasvika spíkita ['inspector']. Zvakanaka. Ndichambopedza kudyá.

Free conversation.

Ask and answer why-questions. The student should use this occasion to get some useful new vocabulary items from the tutor.

UNIT 25

BASIC DIALOGUE

A	Ndaúyá kundoóná maruva ákó.	I've come to see your flowers.
	-búdá	to come/go out from
B	Ah! Áγá kubúdá.	Ah! They're coming out now.
A	Kwázvo.	Yes, indeed!
	-bvira	[here, used as an auxiliary verb to intensify meaning of the verb whose infinitive follows it]
A	Wakábvíra kuita zvakánáka.	You really did very well.
	mbéú (9,10)	seeds
A	Mbéú dzínoténgwá̀ kúpĭ?	Where are the seeds sold ('bought')?
B	Endá kwáFarmers Corp.	Go to the Farmers Corp.
	-ramba	to continue [with chi-participial]
	kusvikira	[verb infinitive used here as English uses prepositions]
A	Ánóramba achíkŭrǎ kusvikira [name of month] heré?	Will they go on growing until ______ [name of month]?

B Ndinófǔnga kudáro. I think so.

<u>Supplementary vocabulary.</u> Things that one might come or go to see.

Takáénda kundoóná	m̦ombe.	(9,10)	cattle
Takáénda kundoóná	ng'ombe.	(9,10)	
Takáénda kundoóná	húkú.	(9,10)	chicken
Takáénda kundoóná	mbúdzí.	(9,10)	goat
Takáénda kundoóná	hwai.	(9,10)	sheep
Takáénda kundoóná	nguruve.	(9,10)	pig

Takáénda kundoóná	mupfúdze.	(3)	manure, fertilizer
Takáénda kundoóná	tsapí.	(9,10)	barn, storehouse
Takáénda kundoóná	mugodhí.	(3,4)	pit, well, mine
Takáénda kundoóná	chimbúdzí.	(7,8)	latrine
Takáénda kundoóná	dénga.	(5,6)	roof, sky

Dzáy̩á` ngúvân̩yĭ?

Dzźy̩á` '9 o'clock'.

1. Uses of the hodiernal tense of the verb /-vá/.

The sentences:

Maruva ákó áɣá kubúdá.	Your flowers are coming out now.
Mvúrá yáɣá kupísá.	The water is hot now [and it wasn't the last time I felt it].

contain two-word verbal phrases, in which the second word is an infinitive. The first word in each phrase contains a subject prefix plus /-aɣa/. The words /áɣá, /dzáɣá/ etc. are hodiernal tense of the verb /-vá/ 'to be, become'. Phrases of this kind indicate that the action is now going on, but was not going on prior to this time. [For discussion of this form see Fortune AGS § 599, and also § 503.]

The forms of /-vá/ which appear in the above examples are in the indicative. Participial and relative forms also are found, with tonal patterns as for the corresponding forms of any other monosyllabic high verb:

Ndíaní ẉàɣá kusvika?	Who's just now arriving?

The same forms of /-vá/ occur also without the infinitives of other verbs. Two examples were found in Unit 6:

Ndaɣáną mazúvá matatú ndáɣà pánó.

('I now have three days I-being here.')

In accordance with what was said above, concerning the meaning of the forms in /-aɣa/, it is not surprising that ages and times of day are commonly expressed in this way. So, for example:

Dzáɣá '9 o'clock'.	It's nine o'clock [which it wasn't a moment ago].

Váγáną makoré mashánǔ.	They're five years old.

[For practice with these verbal phrases, see Groups 3-5.]

2. The verb /-ramba/.

The dialogue for this unit contains the sentence:

Ǎnóramba achíkúrá...	They will go on growing...

The verb /-ramba/, when it is followed by the chi- participial form of a verb, is commonly translated with English 'continue' or 'go on'.

The same verb /-ramba/ followed by an infinitive is translated 'refuse':

Ánóramba kukúrá.	They refuse to grow.

[For practice with these two uses of /-ramba/, see Group 2.]

1. /-bvira ku-/ (cf. Sentence 4 of basic dialogue.)

	'Are they good?'	'They're really good!'
kunaka	Dzákánaka here?	Dzákábvira kunaka.
kuómá	Mbatyá dzákaómá heré?	Dzákábvira kuómá.
kupíswá	Nyama yákapíswá heré?	Yákábvira kupíswá.
kukúrá	Vaná vákǔrǎ heré?	Vábvíra kukúrá.
kupérá	Mvúrá yápěrǎ heré?	Yábvíra kupérá.

2. Verb without /-ramba/ vs. verb in chi-participial form with /-ramba/ vs. verb in infinitive form with /-ramba/.

'I'm studying.'
'I'll continue studying until evening.'
'I didn't refuse to study.'

kudzídzírá   Ndirí kudzídzírá.
Ndichárámba ndichídzídzira kusvikira manherú.
Handíná kuramba kudzídzírá.

kusona   Árí kusona.
Ácháramba achísóna kusvikira manherú.
Haáná kuramba kusona.

kuita basa   Ndiri kuita basa.
Ndicharamba ndichíítǎ basa kusvikira manheru.
Handina kuramba kuita basa.

kurima   Ari kurima.
Acharamba achírímǎ kusvikira manheru.
Haana kuramba kurima.

kuvádzá`húní   Vari kuvadza huni.
Vacharamba vachívádzá`huni kusvikira manheru.
Havana kuramba kuvadza huni.

kuténgésá   Vari kutengesa.
Vacharamba vachíténgésá kusvikira manheru.
Havana kuramba kutengesa.

kudirira   Ari kudirira.
Ari kuramba achídírǐra kusvikira manheru.
Haana kuramba kudirira.

3. Indicative forms of the /-áɣá/ tense.

Mwaná w̩áɣá kugara pasí.	The child is sitting down now.
Mwana w̩ágára pasí.	The child has sat down.
Mwaná w̩ákágara pasí.	The child sat down. [??]
Mukómaná w̩áɣá kuenda kujana.	
Mukómaná w̩áénda kujana.	[The student should fill in the English equivalents for the sentences in this exercise, and then use them as cues, in the same way as in preceding exercises of this kind.]
Mukómaná w̩akaenda kujana.	
Mbatyá dzáɣá kuómá.	
Mbatyá dzáǒmǎ.	
Mbatyá dzákaómá.	
Sadza ráɣá kubikwa.	
Sadza rábíkwa.	
Sadza rákábikwa.	
Marí yángu yáɣá kupérá.	
Mari yangu yápěrǎ.	
Mari yangu yákapérá.	
U̩pfu hwáɣá kupérá.	
U̩pfu hwápěrǎ.	
U̩pfu hwákapérá.	
Mvúrá yáɣá kupísá.	
Mvúrá yápǐsǎ.	
Mvúrá yákapísá.	

Munda wáγá kupérá kurimwa.

Munda wápěrǎ kurimwa.

Mwaná w̩áγá kurárá.

Mwaná wárǎrǎ.

Mwaná w̩ákarárá.

Vaeni váγá kusvika.

Vaeni vásvíka.

Vaeni vákásvika.

Murívó wáγá kukúrá.

Murívó wákǔrǎ.

Murívó wákakúrá.

Rwendo rwáγá patyo.

Rwendo rwasvika.

4. Relative forms of the /-aγa/ tense.

'Who are the ones who are now arriving?'
'It's my sisters/brothers who are arriving.'

Ndívanáaní vàγá kusvika?

Íhánzvádzi dzángu dzàγá kusvika.

Ndíaní aγa kutaura?

Íhánzvádzi yángu yaγá kutaura.

Chín̩yi chaγá kubúdá mumunda?

Índodzí dzaγá kubúdá.

Chíɲyi chayá kubúdá uko?

Ízǔvǎ rayá kubúdá.

5. Random substitutions.

Mbéú dzákábvira kubúdá`kwázvo!	The seeds really came out!
Mbéú dzákáramba dzichíkúrá.	The seeds went on growing.
Nzungú dzákáramba dzichíkúrá.	The groundnuts went on growing.
Nzungú dzícháramba dzichíóná marí.	Groundnuts will continue to bring in money.
Vaná vadíki haváná kupíwá marí.	The small children weren't given any money.

6. Miscellaneous sentences.

Vaná vadíki vayané chikóro chakánáka.	Now the small children have a good school.
Tichávǎvákírá chikóro chakánáka.	We will build them a nice house.
Tichávǎvákírá imbá itsvá.	We will build them a new house.
Vamwe vákápinda mumbá itsvá.	Some [people] went into the new house.
Vamwe váyá kubúdá mumbá zvínó.	Some [people] are coming out of the house now.

Practice conversations.

Do you live at Marandellas?	Munogara kuMaróndera here?	
Yes, I do.		Hongu.
What are you doing there?	Muri kuiteṇyi apo?	
I'm studying Shona.		Ndiri kudzidzira chiShona.
Are you able to speak now?	Mwaʋa kugona kutaura here?	
I'm getting so I can speak a little.		Ndaʋa kutaura zvishoma.
Can Mr. Smith [speak Shona] now?	Baba Smith vaʋa kugona here?	
Yes, he's beginning to speak [it].		Hunde, vaʋa kutaura.
When will you finish?	Munopedza rini?	
I don't know for sure.		Handizivi zvakanaka.

Oral reading practice.

Chiŋyi chaɣa kubuda apo?

Imvura yava kubuda mupŏmbĭ.

Yabva kupi?

Yabva kutsíme.

Ndinofunga yaɣa kupera.

Ndinofunga kudaro. Zvino tódiní?

Totochera kurwizi.

Pane zvirongo here?

Pane chimwe.

Tichatondotenga zvimwe kuchitoro.

Zvingatinakirą.

Free conversation. Begin a conversation with the line:

Ndauya kundoona huku dzenyu.

UNIT 26

BASIC DIALOGUE

1A	Ava vaná nḑévenyú heré?	Are these children yours?
2B	Hóngu nḑévangú.	Yes, they are mine.
3A	Váyá muchikóro heré?	Are they in school now?
4B	Ehúnde váyámw̩ó̀ vǫ́sé.	Yes, they both are.
	nhaú (9,10)	topic, news
5A	Mw̩akán̩zwawó nhaú dzą(né)zúro heré?	Did you hear yesterday's news?
	-shaya	to lack
	pepanhaú (5,6)	newspaper
6B	Ndakásháya pepanhaú.	I didn't have ('I lacked') a newspaper.
	ruzóróro (11)	rest, vacation
7A	Kwákátaurwa nḑǫ̂rŭzóróro.	Something was said about the vacation.
8C	Muné chikóro chą̂vănâ heré?	Do you have a school for children?
9D	Hóngu tinácho.	Yes, we have (it).
	-fámbísá	to cause to go
10C	Zvǫ̂kŭfámbísá zvírí nyoré heré?	Is transport easy? ('Are things of transport easy?')
	nyoré	an easy thing
11D	Zvírí nyoré kwázvo.	Very easy.

Supplementary vocabulary. Other general topics for newspaper stories.

Ndakáṿérenga mhaká nhatú mupepanhaú.

mhaká	(9,10)	matter, affair; guilt

Takánzwa mabasa mazhínjí mupepanhaú.

'Parliament' yákátaura zvizhínjí nḑę̂mhǎkâ yéfǔndǒ yédú.

fúndó	(9,10)	education

Kwákátaurwa nḑǫmúsangano wąvárimisi.

musangano	(3,4)	meeting

1. Concords plus /˜o/ after -na-/.

The dialogue contains the sentences:

Muné chikóro chą̂vǎnâ heré?	Do you have a school for children?
Hóngu, tinácho.	Yes, we have it.

Where ordinary verbs use concordial prefixes before the verb stem to represent the class of an object, /-na-/ is followed by concord plus /˜o/. [For practice with these forms, see Groups 1 and 2.]

2. Locative concords plus /˜o/ after verbs.

The dialogue contains the question and answer sequence:

Váỵá muchikóro heré?	Are they all in school now?
Ehúnde, váỵámẉó̀ vǫ́sé.	Yes, they're all in it.

Compare also:

Ndicháéndayo Ndicháéndako } mangwáná.	I'll go there tomorrow.
Árí kusándápó.	He's working there.

The locative concords are used with /˜o/ even after verbs. They have the form /-po/ (Cl. 16), /-ko/ or /-yo/ (Cl. 17), and /-mw̦o/ (Cl. 18). Their tone is the same as the tone of the preceding syllable, either high or low. [For practice with these forms, see Groups 5-7.]

3. Independent forms of possessives.

In the sentences:

Ava vaná ndévenyú heré?	Are these children yours?
Nd̦ȩ́vangú.	They are mine.

the possessives /vényú/ and /vángu/ are preceded by a prefix. The second consonant in this prefix may be /d/ (westerly) or /g/ (easterly), and the vowel is subject to the same variations that were described in Unit 14. The tones of the possessives after /nd̦á̧-/ vary according to dialect, but /ˋ ˊ/ seems to be widespread. [For practice with these forms, see Group 4.]

1. Object concords with /˜o/ after /-na-/.

	'Do you have a school?'	'Yes, we have.'
chikóro	Muné chikóro here?	Hóngu, tinácho.
básȩkoro	Muné basȩkoro here?	Hóngu, ndinaro.
mudhudhudhu	Munó̧ mudhudhudhu here?	Hóngu, ndinawo.

mótoka	Muné motoka here?	Hongu, ndinayo.
masimbé	Muną masimbe here?	Hongu, ndinawo.
mutsváíro	Munǫ mutsvairo here?	Hongu, ndinawo.
chotó	Mune choto here?	Hongu, ndinacho.
mugóti	Munǫ mugoti here?	Hongu, ndinawo.
hárí (sg.)	Mune hari here?	Hongu, ndinayo.
chirongó	Mune chirongo here?	Hongu, ndinacho.
zvǫ̂kŭdyâ	Mune zvǫkudya here?	Hongu, ndinazvo.

2. Object concords with /-na~/ and with a verb.

	'We don't have it (Cl. 7).'	'We don't want it (Cl. 7).'
(chigĕrŏ)	Hatínachó.	Hatíchĭdí.
(básekoro)	Hatínaró.	Hatírĭdí.
(zvirongó)	Hatinazvo.	Hatizvidi.
(ívo)	Havanazvo.	Havázvĭdí.
(marí)	Havanayo.	Havaidi.
(íye)	Haanayo.	Haaidi.
(mudhudhudhu)	Haanawo.	Haaudi.
(iní)	Handinawo.	Handiudi.
(migóti)	Handinayo.	Handiidi.
(isú)	Hatinayo.	Hatiidi.
(mandímu)	Hatinawo.	Hatiadi.

3. /zvo̧-/ plus infinitive.

kufámbísá	Takásháya zvô̧kǔfámbísá.	We lacked transport. ('...the wherewithal to cause [us] to travel')
kudyá	Takásháya zvô̧kǔdyâ.	We lacked food. ('...the [things] for eating.')
kuita	Takásháya zvo̧kúíta.	We didn't have anything to do.
kubika	Takásháya zvo̧kúbíka.	We didn't have anything to cook.
kumwá	Takásháya zvô̧kǔmwâ.	We didn't have anything to drink.
kuténgésá	Takásháya zvô̧kǔténgésá.	We had nothing to sell.
kutaura	Takásháya zvo̧kútáura.	We had nothing to say.

4. /nḑá̧-/ with possessive stems.

	'Are these groundnuts yours?'	'They're mine.'
nzungú	Idzo nzungú nḑédzenyú heré?	Nḑédzangú.
dzáké	Idzo nzungú nḑédzaké heré?	Nḑedzake.
m̧ombe	Idzo m̧ombe nḑédazké heré?	Nḑedzake.
dzávó	Idzo m̧ombe nḑédzavó heré?	Nḑedzavo.
mugodhí	Uyo mugodhí nḑó̧wavó heré?	Nḑo̧wavo.
ákó	Uyo mugodhí nḑó̧wakó heré?	Nḑo̧wangu.
tsanga	Idzo tsanga nḑédzakó heré?	Nḑedzangu.
édú	Idzo tsanga nḑȩ́dzedú heré?	Nḑedzenyu.
masengere	Ayo masengere nḑá̧edú heré?	Nḑa̧enyu.

ángu	Ayo masengere ndaangu here?	Ndaenyu.
básękoro	Iro basekoro nderangu here?	Nderenyu.
ényú	Iro basekoro nderenyu here?	Nderangu.
húkú (sg.)	Iyo huku ndeyenyu here?	Ndeyangu.
ávó	Iyo huku ndeyavo here?	Ndeyavo.
mótoka (pl.)	Idzo motoka ndedzavo here?	Ndedzavo
áké	Idzo motoka ndedzake here?	Ndedzake.
mbúdzí (sg.)	Iyo mbudzi ndeyake here?	Ndeyake.
ángu	Iyo mbudzi ndeyangu here?	Ndeyenyu.
mudhudhudhu	Uyo mudhudhudhu ndowangu here?	Ndowenyu.

5. Locative concords with /˜o/ after a high verb.

	'He's working in the office.'	'He's working in there.'
ófisi	Árí kusándá muófisi.	Árí kusándámw̩ó.
Nyádiré	Árí kusándá kwáNyádiré.	Árí kusándákó.
chitóro	Árí kusándá muchitóro.	Árí kusándámw̩ó.
dhíbhi	Árí kusándá kudhíbhi.	Árí kusándákó.
jangano	Árí kusándá pajangano.	Árí kusándápó.

6. Locative concords plus /˜o/ after a low verb.

	'I live at Watsomba.'	'How long have you lived there?'
Watsomba	Ndinógăra paWatsómbá.	Mw̩akágárapo ngúvá yakádiní?

guta	Ndakágára muguta.	Mw̩akágáramw̩o ngúvá yakádiní?
musangano	. Ndakáénda kumusangano.	Mw̩akagarako nguva yakadini?
Haráre	Ndakágára muHaráre.	Mw̩akagaramw̩o nguva yakadini?
tsíme	Ndakágára patsíme.	Mw̩akagarapo nguva yakadini?
mugwagwa	Ndakágára pamugwagwa.	Mw̩akagarapo nguva yakadini?
Rusápi	Ndakágára kwáRusápi.	Mw̩akagarako nguva yakadini?

7. Locative concords with /~o/ after high and low verbs.

	'They went to the field.'	'They went there.'
kumunda	Váénda kumunda.	Váéndako.
mugomo	Váénda mugomo.	Váéndamw̩o.
kubvá	Vábvǎ mugomo.	Vábvǎmw̩ǒ.
kumunda	Vábvǎ kumunda.	Vabvǎkǒ.
kusvika	Vásvíka kumunda.	Vásvíkako.
pajangano	Vásvíka pajangano.	Vásvíkapo.
kusándá	Vásǎndǎ pajangano.	Vásǎndǎpǒ.
muófisi	Vásǎndǎ muófisi.	Vásǎndǎmw̩ǒ.
kupinda	Vápínda muófisi.	Vápíndamw̩o.
mumbá	Váp̀índa mumbá.	Vápíndamw̩o.
kubúdá	V̀ábǔdǎ mumbá.	Vábǔdǎmw̩ǒ.

Practice conversations and oral reading practice.

[The students should read these lines aloud to be sure they have the right tones. Then they should practice taking parts in the dialogues until they can do them without the book. The left-hand column may be used for English cues if they are desired.]

Baba Mukarati varipi nh̩asi?

Waenda nechikochikari kudanga.

Vari kuiten̩yiyo?

Vari kuenda nǫmupfudze kumunda kwavo.

Mukadzi wavo aripi?

Vamboenda kuchitoro.

Achauya zvino zvino.

Takaenda kuHarare.

Mwakaenda nen̩yi?

Nemotoka yąmurimisi.

Mw̩akaona mukoma wangu here?

Vanogara kupi?

KuHighfields.

Kwete hatina kuvaona.

Mufambiri wezvikoro vasvika.

Wauya rini pano?

Mangwanani ano.

Wauya neŋyi?

Wauya nemudhudhudhu.

Achagara pano
zvakadini?

Handizivi. Zvimwe
kwezuva rǫse.

Ndiri kuda kuenda Nyanga
paChipiri.

Munoenda neŋyi?

Ndinokwira bhazi paWatsomba.

Kune mhaka dzeŋyi?

Ndinoda kundoona madzisekuru
angu.

Vanogara ngępapi
kuNyanga?

Vanogara pątyo neđhibi.

UNIT 27

BASIC DIALOGUE

1A	Ndadyárá maruva ángu.	I've planted my flowers.
2B	Ánóita here paná̩ matombó?	Will they do [all right] where there are rocks?
	-nóngá	to pick up
3A	Ndicháédza kunóngá` ó̩sé.	I'll try to pick them all [out]. [i.e. /matombó/]
4A	Ndãpédza ndóísa mupfúdze.	When I've finished, I'll put [on] fertilizer.
5B	Zvínóita heré?	Does that work?
6A	Zvínóbvira kuita kwázvo.	It really does.
7B	Ndicházoúyá kundoáóná.	I'll come later to see them.

Supplementary vocabulary. A series of actions involved in the preparation of sadza.

Kuti ndichídá kubika sadza, ndinótángá kupfutsa mw̩otó.		If I want to cook sadza, I first light the fire.
-pfutsa		to light
mw̩otó (3,4)		fire
Ndinóĭsa hárí pachotó.		
Ndinósĕvha up̩fu.	-sevha	to sift
Kuti hárí yãvirá,	-vira	to boil (intransitive)

ndinókúrúngíra.	-kúrúngíra	to smoothe
Sadza rínokwátá.	-kwátá	to bubble
Ndinóĭsa up̩fu zvishoma zvishoma.		
Ndinórămba ndichíbíka.		
Mapúndú ánopérá.	búndú (5,6)	lump
Ndinókwídíbíra.	-kwídíbíra	to cover
Sadza rínoíbvá zvakánáka.	-íbvá	become ripe, done
Tinóbŭra muhárí.	-bura	to dish out [from]
Tinódyă sadza.		
Tãgúta tinóbvĭsa ndíró.	-gútá	to have enough food or drinks

Supplementary vocabulary. Preparing vegetables as muriwo.

Ndinopfutsa mw̩oto.	
Ndinoisa hari yemuriwo pachoto.	
Ndinochekacheka muriwo.	
Ndinougeza.	
Hari yãvìra, ndinoisa muriwo muhari.	When the pot has boiled, I put the muriwo into the pot.
Ndinobika nguva shoma, ndobura.	
Ndinoisa mafuta muhari.	mafuta (6) fat, oil
Anopisa.	

Ndinoisazve murivo muhari.		
Ndoramba ndichipindura.	-pindura	to turn over, to answer
Ndinoisa mvura shoma nǫmunyu.		
Kuti murivo wãíbva ndinobura.		

1. Tonal participial forms of the verb.

The basic dialogue and the sentences of the supplementary vocabulary section contain the sentences:

Ndãpédza ndóísa mapfudze.

When I've finished I add manure.

Tãgúta tinóbvísa ndíró.

When we've had enough, we remove the dishes.

Hárí yãvìra, ndinóĭsa murívó muhárí.

Kuti murívó wãíbva ndinóbúrá.

The symbol /~/ above a vowel letter stands for one or more tonal patterns, according to dialect. Its simplest representation is found in some varieties of Manyika. In these dialects, the first syllable of each of these words has high tone regardless of person; the next has low, the next high, and so on, with alternant high and low syllables.

A more widespread system has high tone on the first syllable, as in the above. The second syllable has basic tone on the first syllable of the root: low for low verbs, high for high verbs. These two systems are compared below, along with the corresponding indicative forms:

	Indicative	Some Manyika	More widespread
High verbs:			
	ndàpédzá	ndápèdzá	ndápédzà
	tàgútá	tágùtá	tágútà
	váǐbvǎ	váìbvá	váíbvà
Low verbs:			
	yávírà	yávìrá	yávìrá

The details of tonal patterns as used with object prefixes, and with other tenses vary greatly by dialect and will not be discussed here. For examples from one dialect, see Groups 2-5. The student should make certain (1) whether his teacher uses the same tonal pattern for both high and low verbs in these forms, and (2) exactly what the tonal patterns are.

These forms are 'tonal participials'. As the name implies, they are partially similar in their use to the so-called 'chi-participial' forms that were discussed in Unit 23 , Note 2 One important use of these tonal participials is illustrated in this Unit; in this use, the English translation of the tonal participial of the 'hodiernal' tense commonly begins with 'when (subject) has (verb).' They may or may not be preceded by /kuti/ or /kana/. [For practice with tonal participials used in this way, see Groups 1-5.]

1. Tonal participial forms of /-ri/, with and without locative concords plus /~o /.

	'I saw him [he being] at home.'	'I saw him there.'
pamushá	Ndamúǒnǎ`ãri pamushá.	Ndamúǒnǎ`ãripó.
ívo	Ndaváǒnǎ`vãri pamushá.	Ndaváǒnǎ`ãripó.
mumbá	Ndaváǒnǎ`vãri mumbá.	Ndaváǒnǎ`vãrimw̩ó.

imw̩í	Ndakúŏnan̩yí mũri mumbá.	Ndaváŏnă`mũrimw̩o.
kudhíbhi	Ndakúŏnan̩yí mũri kudhíbhi.	Ndakúŏnan̩yí mũriyó.
iwé	Ndakúŏnă`ũri kudhíbhi.	Ndakúŏnă`ũriyó.
pamunda	Ndakúŏnă`ũri pamunda.	Ndakúŏnă`ũripó.
íye	Ndamúŏnă`ãri pamunda.	Ndamúŏnă`ãripó.

2. Indicative vs. tonal participial, hodiernal tense.

a. Low verb.

	'Did you receive the letter?'	'What will you do when you receive the letter?'
kugashira	Mw̩agáshĭra tsamba heré?	Munóĭten̩yí kana mw̩ãgàshira tsamba?
	Vágáshira tsamba heré?	Munóĭten̩yí kana vãgàshira tsamba?
	Tagáshira tsamba heré?	Munóĭten̩yí kana tãgashira tsamba?

b. High verb.

	'Have you sold the groundnuts?'	'What will you do when you've sold the groundnuts?'
kuténgésá	Waténgésá nzungú heré?	Unóĭten̩yí kana wãténgesá nzungú?
	W̩átĕngĕsă nzungú heré?	Anóĭten̩yí kana ãténgesá nzungú?

	Vátĕngĕsă nzungú heré?	Unóĭten̩yí kana vãtĕngesá nzungú?

c. Low verb.

	'Have they arrived?'	'What will we do when they (have) arrive(d)?'
kusvika	Vásvíka here?	Tinóĭten̩yí kana vãsvìká?
	W̩ásvíka here?	Tinóĭten̩yí kana ãsvìká?
	Tasvíka here?	Tinóĭten̩yí kana tãsvìká?
	Mw̩asvíka here?	Tinóĭten̩yí kana mw̩ãsvìká?

d. High verb.

	'Have they finished?'	'What will I do when they (have) finish(ed)?'
kupédzá	Vápĕdză here?	Ndinóĭten̩yí kana vãpédza?
	W̩ápĕdză here?	Ndinóĭten̩yí kana ãpédza?
	Wapédzá here?	Ndinóĭten̩yí kana wãpédza?
	Mw̩apédzá here?	Ndinóĭten̩yí kana mw̩ãpédza?

[After practicing the four sections of this drill separately, combine them, mixing high verbs and low verbs.]

3. Hodiernal participial forms with an object prefix.

	'Has Mother cooked sadza?'	'What will we do when she has cooked it?'
sadza	Máí vábíka sadza heré?	Tinóĭten̩yí kana vãríbiká?
magwére	Máí vábíka magwere here?	Tinoĭten̩yí kana vãabika?

nyimo	Máí vábíka nyimo here?	Tinoiten̩yi kana vãdzibika?
madima	Mai vábika madima here?	Tinoiten̩yi kana vãabika?
mupungá	Mai vábika mupunga here?	Tinoiten̩yi kana vãubika?
zingwa	Mai vábika zingwa here?	Tinoiten̩yi kana vãribika?
chingwa	Mai vábika chingwa here?	Tinoiten̩yi kana vãchibika?
zvǫ̂kŭdyâ	Mai vábika zvǫkudya here?	Tinoiten̩yi kana vãzvibika?
murívó	Mai vábika murivo here?	Tinoiten̩yi kana vãubika?
nyama	Mai vábika nyama here?	Tinoiten̩yi kana vãibika?

4. Tonal participial forms, hesternal tense, with and without an object prefix.

'Why did you help the children?'
'Why did you help them?'

kubátsírá vapwéré	Ng̩én̩yi wãkabátsirá vapwéré?
	Ng̩én̩yi wãkavábátsirá?
kuverenga bhúku	Ng̩én̩yi wãkáverénga iri bhúku?
	Ng̩én̩yi wãkaríverénga?
kusándísá` bángá	Ng̩en̩yi wãkasandisa banga?
	Ng̩en̩yi wãkarisandisa?
kugadzira kófi	Ng̩en̩yi wãkagadzira kofi?
	Ng̩en̩yi wãkaigadzira?
kumwá mvúrá	Ng̩en̩yi wãkamwa mvura?
	Ng̩en̩yi wãkaimwa?

kuténgésá zviyó	Ng̩én̩yi wãkaténgesá zviyó?
	Ng̩én̩yi wãkazvitengesa?
kusévénzésa sípo	Ng̩én̩yi wãkasévénzesá sípo?
	Ng̩én̩yi wãkaísévénzesá?

5. A brief narrative which contains tonal participial forms of a number of verbs.

Ndinónóngá matombó mumunda.	I'll pick up stones in the field.
Ndãnónga matombó ndinórĭma munda.	When I've picked up the stones, I'll plow the field.
Ndãrimá munda ndinódyárá̀ mbéú.	When I've plowed the field, I'll sow the seeds.
Mbéú dzãbúda ndinódĭrira.	When the seeds have sprouted, I'll water [them].
Mbéú dzãdirírwa dzínokúrá.	When the seeds have been watered, they grow.

6. Various forms of a single verb.

	Ndadyárá maruva.	I've planted some flowers.
zvínó	Ndirí kudyárá maruva.	I'm planting flowers.
kwéte	Handíri kudyárá maruva.	I'm not planting flowers.
iyé	Haári kudyárá maruva.	He isn't planting flowers.
hóngu	Árí kudyárá maruva.	He is planting flowers.
nh̩ási	Ádyără maruva nh̩ási.	He planted flowers [today].

nezúro	W̩ákadyárá maruva nezúro.	He planted flowers [before today].
ndíaní	Ndíaní w̩akádyǎrǎ maruva?	Who planted flowers [before today]?
ívo	Ndívanáaní vakádyǎrǎ maruva?	Who (pl.) planted flowers [before today]?
ríni	Vákadyárá maruva ríni?	When did they plant the flowers?

7. Various forms of a single verb.

	Ndasévhá up̩fu.	I sifted the flour [today].
ndíaní	Ndíaní w̩asévha up̩fu?	Who sifted the flour [today]?
nezúro	Ndíaní w̩akásévha up̩fu?	Who sifted the flour [before today]?
mangwáná	Ndíaní anósěvha up̩fu?	Who will sift the flour?
ríni	Ánósevha upfu ríni?	When will he sift the flour?
kwéte	Haásevhí up̩fu.	He doesn't sift flour.
nezúro	Haáná kusevha up̩fu.	He didn't sift flour.
hóngu	W̩akásevha up̩fu.	He sifted flour [before today].
kudá	W̩ákadá kusevha up̩fu.	He wanted to sift flour.
kuramba	W̩ákáramba kusevha up̩fu.	He refused to sift flour.
kuregera	W̩ákáregera kusevha up̩fu.	He stopped sifting flour.

Oral reading practice, and material for practice conversations.
[The left-hand column may be used for English cues.]

	Ndichambopfutsa mw̩oto.	
What do you want it for?		Munouda wen̩yi?
	Ndinoda kubika sadza.	
		Ndiani ànobika sadza nhasi?
	Ndini ndicharibika.	
What will you cook in?		Munobikira mupi?
	Ndichabikira muhari diki.	
Will we get enough to eat?		Tinoriguta here?
	Ndinofunga kudaro.	

Pfutsa mw̩oto Sarah.	
	Munoda wen̩yi?
Nday̩á kuda kubika.	
	Ndapfutsa mw̩oto.
Isa mvura muhari.	
	Ndaisa pachoto.
Sevha up̩fu mwanangu.	

Zvakanaka mai.

Unza up̩fu.

Hari yavira here?

Hunde, ibva pamw̩oto.

Ray̩a kukwata.

UNIT 28

BASIC DIALOGUE

1A	Ndinódawó nzira yángu.	I'd like [to be shown] my way.
2B	Murí kuenda kúpiko?	Where are you going?
3A	Ndirí kuenda kwáMurádzikwá.	I'm going to Muradzikwa.
4B	Pachikóro chaípo heré?	Right to the school?
	-pfúúrá	to pass
5A	Húnde así ndinózopfúúrá` zvángu.	Yes, but I'll go on past.
	-mírá	to stand, stop
6B	Unópfúúrá nepó ũsiŋ̧gamírĭ heré?	Will you pass there without stopping?
7A	Hóngu.	Yes.
8B	Mungátŏrą̆` zvényú uyu mugwagwa.	You can take this road.
9B	Munórămba mũiné (mũne) wǫkúrunzeré.	You bear left. ('You continue (you) with the left [hand].')

Supplementary vocabulary. Actions involved in the planting of maize.

Kuti ndichídá kudyárá chibarwé, ndinórĭma munda wángu.	chibarwé	(7)	maize
Ndópŭtsă mavhingw̩a.	-pútsá		to break
	vhingw̩a	(5, 6)	clod

Ndógádzira midárárá.	mudárárá	(3,4)	line
	mutsará	(3,4)	
Ndóchéra makombá.	-chera		to dig
	gombá	(5,6)	hole
Ndódónhesa mbéú nhatú mugombá.	-donhesa		to drop
Ndófúsira zvishoma shoma.	-fusira		to cover
Kuti ndãpédza kufusira, ndóhără kuenzanisa ivú.	-hárá		to harrow
	-enzanisa		to make even
	ivú	(5,6)	soil
Kuti ndãpédza ndómĭrĭră` mvúrá kunaya.	-mírírá		to wait for
	-naya		to rain
Ndózoóná kuti dzáγá kubúdá heré.			

1. Affirmative participial forms that contain the stem /-na/.

In the sentence:

Munóră̆mba <u>mũiné</u> wǫkúrunzeré.	You bear left.

the verb /-ramba/ is followed by the participial form /mũiné/ or (depending on dialect) /mũne/ (cf. Unit 25, Note 2.) The latter is perfectly regular from the point of view of the forms discussed in Unit 27, Note 1. The former has the alternating high and low tones that are characteristic of tonal participials, but has the extra syllable /-ì-/ which is not present in the corresponding indicative /mùné/. [For practice in using forms of this kind, see Groups 7,8].

2. /chaí~o/.

As in the phrase:

pachikóro chaípo at the school itself

the element /-p-/ in /chaípo/ is in agreement with the locative prefix /pa-/. Forms of this kind, with an appropriate concord between /chaí-/ and /-o/, may be constructed for any class, with a meaning something like 'true/truly', or 'real/really'. The concord for Class 8 /chaízvo/, with no antecedent, is used as a general adverbial intensifier; it is also sometimes used alone during a lull in the conversation, much as in English one might say 'ah, yes' or something of the sort. [For practice with these forms, see Groups 1,2.]

3. Negative participial forms that correspond to the no-tense.

In Sentence 6:

Unópfúúrá nepó ũsĭŋgamírĭ heré? ('Will you pass there you-not-stopping?')

the word /ũsĭŋgamírĭ/ is the negative counterpart of the affirmative chi-participial /ùchímírá/ (or of the tonal participial /únòmírà/). Its formation is somewhat different however, in two prinicipal ways:

(1) Like the negative indicative /hàúmírí/, the negative participial ends with the vowel /-i/.

(2) The negative participial is like the affirmative tonal participials in that it begins with a high tone reagardless of the person of the subject; but the tonal pattern of the remaining syllables is not that of the affirmative tonal participials.

The element /-singa-/ is pronounced /-sika-/ in some dialects. The first tone of this may be high or low, also according to dialect.

As for the tones of the stem syllables in this form, some dialects have basic tone (either high or low, depending on which verb is involved) on the first syllable of the stem, followed by high tone on the next two syllables of all verbs, (except, of course, /-díni/ and the other interrogative pro-verbs). Other dialects have basic tone on the first syllable of the stem, followed by alternating tones on the next syllables if the stem does not contain more than three syllables:

	Low verb	High verb
either:	úsĭŋg̦afùsírí	úsĭŋg̦asévénzí
or:	úsĭŋg̦afùsírì	úsĭŋg̦asévènzí
written in this book:	ũsĭŋg̦afùsírĭ	ũsĭŋg̦asévĕnzí

[For practice with these forms, see Groups 3-6.]

4. Negative participial forms that contain the stem prefix plus /-na/.

Compare the sentences:

Hàndíná kuenda.	I didn't go.
Ng̣éŋ̣yi ũsiná kuenda?	Why didn't you go?

The negative participial forms that correspond to indicative affirmative forms (e.g. /hamúná/) and participial affirmative (e.g. /múìné/) that contain a subject prefix plus /-na/ consist of the subject prefix plus the negative prefix /-si-/ plus /-na/. The first syllable has high tone, and the remaining syllables have alternating low and high tones. Thus, with an object concord, the form is:

músìnáchò	you[being] without it

[For practice with these forms, see Group 9.]

5. Negative relative verbs.

Although no negative relative verbs have appeared in the dialogues up to this point, their formation is so similar to the negative participials that they will be introduced here and drilled in this unit [Groups 5,10]. Negative relatives are spelled exactly like the corresponding negative participials. They differ in pronunciation only in that the tones of the first two syllables are low-high. Thus:

Ng̣éṇyi úsĭŋ̧g̦aendí?	Why don't you go?
Ndíwe ùsíŋ̧g̦aendí.	It is you who won't/ doesn't go.
Ng̣éṇyi úsĭŋ̧g̦asévĕnzí?	Why don't you work?
Ndíwe ùsíŋ̧g̦asévĕnzí.	It is you who doesn't/ won't work.

In the forms built on /-na/ as stem, there are two possible tonal patterns. Present evidence does not permit a statement as to the relative locations of the dialects which favor one or the other of these pronunciations:

munda ùsíná matombó

or:

munda ùsínà matombó

a field that does not have stones

written in the exercises:

munda ùsínă̂ matombó

[For practice with these forms, see Group 10.]

1. /chaí~o/ with locative concords.

'I'm going right to the school itself.'

pachikoro	Ndirí kuenda pachikóro chaípo.

kumunda	Ndirí kuenda kumunda chaíko.
patsíme	Ndirí kuenda patsíme chaípo.
mugomo	Ndirí kuenda mugomo chaímw̩o.

2. /chaí~o/ with non-locative concords.

hámá	Ndíyo hámá yángu chaíyo!	He is my true kinsman.
shámwari	Ndiyo shamwari yangu chaiyo.	
mukóma	Ndiye mukoma wangu chaiye.	
nzira	Ndiyo nzira yangu chaiyo.	That is the only way for me.
basa	Ndiro basa rangu chairo.	That is the work I know well.
mutauro	Ndiwo mutauro wangu chaiwo.	
mhando	Ndiyo mhando yangu chaiyo.	That is just like mine.

3. Negative indicative vs. negative participial, low verbs.

	'I won't/don't work today.'	'Why don't you work?'
kuita basa	Handíití basa nh̩ási.	Ng̩en̩yi ũsĭn̩g̩aití basa?
kubika sadza	Handíbikí sadza nh̩asi.	Ng̩en̩yi ũsĭngabikí sadza?
kusevha up̩fu	Handísevhí up̩fu nh̩asi.	Ng̩en̩yi ũsĭngasevhí up̩fu?
kupfutsa mw̩otó	Handípfutsí mw̩oto nh̩asi.	Ng̩en̩yi ũsĭngapfutsí mw̩oto?
kugadzira tíi	Handígadzíri tii nh̩asi.	Ng̩en̩yi ũsĭngagadzíri tii?

4. Negative indicative vs. negative participial, high verbs.

	'They don't work.'	'Why don't they work?'
kusándá	Havásándĭ.	Ng̦én̩yi vãsin̩g̦asándĭ?
kutsváírá mumbá	Havátsváírí mumbá.	Ng̦én̩yi vãsingatsváĭrí mumbá?
kusévénzá	Havásévénzí.	Ng̦én̩yi vãsingasévĕnzí?
kuténgésá	Haváténgésí.	Ng̦én̩yi vãsingaténgĕsí?
kuténdérúka	Haváténdérúki.	Ng̦én̩yi vãsingaténdérukí?

5. Negative relative vs. negative participial, high and low verbs.

	'It is you who won't/ doesn't go.'	'Why don't you go?'
kuenda	Ndíwe ùsín̩g̦aendí.	Ng̦én̩yi ũsin̩g̦aendí?
ívo	Ndívo vàsíngaendí.	Ng̦én̩yi vãsingaendí?
kuzívá	Ndívo vàsĭngazívĭ.	Ng̦én̩yi vãsingazívĭ?
íye	Ndíye àsíngazívĭ.	Ng̦én̩yi ãsingazívĭ?
kutaura	Ndíye vàsĭngataúrĭ.	Ng̦én̩yi vãsingataúrĭ?
iwé	Ndíwe ùsíngataúrĭ.	Ng̦én̩yi ũsingataúrĭ?
kusévénzá	Ndíwe ùsíngasévĕnzí.	Ng̦én̩yi ũsingasévĕnzí?
imw̩í	Ndímw̩i mùsíngasévĕnzí.	Ng̦én̩yi mũsingasévĕnzí?
kuchaira	Ndímw̩i mùsíngachaírĭ.	Ng̦én̩yi mũsingachaírĭ?

íye	Ndíye àsíngachaírĭ.	Ng̩én̩yi ãsingachaírĭ?
kufusira	Ndíye àsíngafusírĭ.	Ng̩én̩yi ãsingafusírĭ?
kudáro	Ndíye àsíngadárò?	Ng̩én̩yi ásingadárò?

6. Negative indicative vs. negative participial, with object prefixes.

'We don't like it.'	'Why don't you like it?'
Hatírĭdí.	Ng̩én̩yi mũsin̩garídĭ?
Hatízvĭdyí.	Ng̩én̩yi mũsingazvídyí?
Hatíŭchêkí.	Ng̩én̩yi mũsingaúchêkĭ?
Hatíădyárí.	Ng̩én̩yi mũsingaádyârĭ?
Hatímŭtsvâĭrî.	Ng̩én̩yi mũsingamútsvâĭrî?
Hatívăbâtsĭrî.	Ng̩en̩yi mũsingavábâtsĭrî?
Hatídzĭsêvénzĕsî.	Ng̩én̩yi mũsingadzísêvénzésî?
Hatíhúsevhí.	Ng̩én̩yi mũsingahúsevhí?
Hatídzígezí.	Ng̩én̩yi mũsingadzígezí?
Hatíígadzíri.	Ng̩én̩yi mũsingaígadzíri?
Hatídzídonhési.	Ng̩én̩yi mũsingadzídonhési?
Hatízvíenzánísi.	Ng̩én̩yi mũsingadzíenzánísi?

7. Affirmative indicative vs. affirmative participial forms with the stem /-na/: change of person form question to answer.

	'I have your money.'	'Why do you have it?'
iní	Ndiné marí yáko.	Ng̩én̩yi ũɨnáyò?
isú	Tiné marí yákó.	Ng̩én̩yi mũɨnáyo?
íye	Áne marí yákó.	Ng̩én̩yi ãɨnáyo?
ívo	Váne marí yákó.	Ng̩én̩yi vãináyo?

8. Affirmative indicative vs. affirmative participial forms with the stem /-na/: change of object concord.

marí	Ndiné marí yenyú.	Ng̩én̩yi mũináyo?
mafútá	Ndina̩ mafútã ényú.	Ng̩én̩yi mũináwo?
up̩fu	Ndino̩ up̩fu hwényú.	Ng̩én̩yi mũináhwo?
hárí	Ndiné hárí yényú.	Ng̩én̩yi mũináyo?
tsamba	Ndiné tsamba yényú.	Ng̩én̩yi mũináyo?
básȩkoro	Ndiné básȩkoro rényú.	Ng̩én̩yi mũináro?

9. Negative indicative vs. negative participial forms with the stem /-na/.

	'There are no trees here.'	'Why are there no trees here?'
	Hapáná mití pánó.	Ng̩én̩yi pãsiná mití pánó?
up̩fu	Hapáná up̩fu pánó.	Ng̩én̩yi pãsiná up̩fu pánó?
mumbá	Hamúná up̩fu mumbá.	Ng̩én̩yi mũsiná up̩fu mumbá?

mabhúku	Hamúná mabhúku mumbá.	Ng̩én̩yi mũsiná mabhúku mumbá?
kuchikóro	Hakúná mabhúku kuchikóro.	Ng̩én̩yi kũsiná mabhúku kuchikóro?
vapwéré	Hakúná vapwéré kuchikóro.	Ng̩ényi kũsiná vapwéré kuchikóro?
patsíme	Hapáná vapwéré patsíme.	Ng̩én̩yi pãsiná vapwéré patsíme?
mvúrá	Hakúná̀ mvúrá kutsíme.	Ng̩én̩yi kũsiná mvúrá kutsíme?

10. Negative relative forms based on the stem /-na/.

'We want a field without ('which does not have') stones.'

munda	Tinódǎ munda ùsínã̌ matombó.
ivú	Tinódǎ ivú risínã̌ matombó.
nzira	Tinódǎ nzira isínã̌ matombó.
mugwagwa	Tinódǎ mugwagwa usínã̌ matombó.
gádheni	Tinódǎ gádheni risínã̌ matombó.

Oral reading practice and material for practice conversations.

Munodyara sen̩yi chibarwe?

Ndinotanga ndarima
munda wangu.

Mw̩óita sen̩yi kana mw̩ãpedza?

Ndóputsa mavingwa.

Ko munodyara sen̩yi?	Ndinogadzira midarara kutanga.
Kway̩a kuzoita sen̩yi?	Kway̩a kuchera makomba.
Munoisa mbeu ngani mugomba?	Ndoisa mbiri kana nhatu ndófusira.
Mw̩ózodini kana mw̩ãpedza?	Ndinozohara kuenzanisa ivu.
Dzinozobuda sen̩yi?	Mvura inonaya, dzóbǔdǎ.
Dzinoita maşondo mangani dzīri muvu?	Ndinofunga şondo rimwe dzīri muvu.

	Ndíaní w̩àpfutsa mw̩oto?	
		Ndini ndapfutsa.
		Munouda wen̩yi?
	Ndinoda kubika murivo.	
		Mw̩augeza here?
	Hongu, ndatogeza. Hari yangu yavira here?	
		Hunde yavira.
	Ndigashidze murivo wangu.	
		Wati wãpindúrwa here?
I still need to turn it.	Kwete ndichada kuupindura.	

UNIT 29

BASIC DIALOGUE

	rwendo (11,10)	journey
1A	Ndítaúríreṇyí ṇgerwéndo rwényú rwọkúmushá.	Tell me about your trip home.
2A	Munóĭta séṇyi kuti muchídă kuenda Amérika?	What do you do when you want to go to America?
	ndége (9,10)	airplane
3B	Unógŏna kuenda ṇgéndége.	You can go by plane.
	ngaravá (9,10)	ship
4B	Ungándoendạzvé kana ṇgengáravá.	Or you can also go by ship.
	-kásíká	to hurry, go fast
5B	Así ndége ínokásíká` kwázvo.	But the plane goes very fast.
6A	Guta rácho rákakúrá` séṇyi?	How big is the city (of it)?
7B	Oh! Íguta gúrúgurú.	Oh, it's a very big city.
	-reba	to become ong, tall
8A	Zvivákó zváro zvákáreba séṇyi?	How tall are the buildings?
	-túríkídzana	to build upon one another
	kunga	like, as

9B	Zvákatúríkídzana kunga makomo.	They are built up on one another like mountains.

Supplementary vocabulary. Verbs of physical description.

Ichi chivákó chákáreba kwazvó.	This building is very tall.
-reba	to become tall
Izvi zvô̩kǔdyâ zvákashátá.	This food is bad.
-shátá	to become bad
Húkú dzávó dzákáwanda.	Their chickens are numerous.
-wanda	to become numerous

1. Non-animate possessive pronouns.

The dialogue for this unit contains the sentence:

Guta ráchò rákakúrá` sén̩yi?	How big is (its) city?
Zvivákó zvárò zvákáreba sén̩yi?	How tall are its buildings?

The underlined forms are possessives, and the possessor involved is non-personal. These forms contain not one but two concords. The first concord in each of these words agrees with the thing possessed, just as with the personal possessives /˜ángu, ˜ákó/ etc. Thus the /r-/ in /ráchò/ is Class 5 to agree with /guta/, and the /zv-/ of /zváchò/ agrees with /zvivákó/.

The second concord in each of these words indicates the class of the possessor, if the possessor is specified: the /-r-/ in /zvaro/ agrees with /guta/. Where the possessor is not specified, the concord /-ch-/ of Class 7 may be used, as in the first of the above examples. Note that the tonal pattern is /´`/ except when the second concord is a locative: /dzèmw̩ó/ 'of in it'. [For practice with these forms, see Groups 1a-c.]

2. Independent nouns. [NB This was covered in less detail in 16.1.]

The dialogue contains the sentences:

<u>Guta</u> ráchò rákakúrá̀ sén̩yi?	How big is its city?
<u>Ígúta</u> gúrú.	It is a large city.

Compare also:

mùgwagwa	road
Mùgwagwa wákáreba.	The road is long.
mùgwagwa wàkáréba	a long road ('a road which is long')
Múgwágwa wàkáréba.	It is a long road. ('It is a road which is long.')

Except for its first and second person forms, an indicative verb (e.g. /wákáreba/) has high tone on its first prefix, and it serves as the nucleus of its sentence. A relative verb (e.g. /wàkáréba/) does not serve as the nucleus of its sentence, and it has low tone on its first prefix.

Nouns do not usually serve as nucleus of a sentence, and the tone of noun prefixes is ordinarily low: /mùgwagwa/. But a noun may also be used as a nucleus of a sentence, or even as a sentence by itself:

Múgwágwa.	It is a road.
Múgwágwa murefú.	It is a long road.

When a noun is used in this way, the tone of its prefix is high, as in the above examples. The first of two or more consecutive low tones following the prefix becomes high also.

What has just been said applies quite clearly to nouns in classes that have overt syllabic prefixes. These are all of the classes except 5, 9, and 10. Nouns of these last three classes follow the rule just stated for the other classes, except that the 'dummy prefix' /i-/ carries the high tone: /gùtà/ 'city' but /ígúta/ 'it is a city.'

In westerly dialects, one or more high stem tones that follow the high-toned prefix may be lowered. Thus:

Simple form		Independent form	
húkú	chicken	íhǔkǔ	it is a chicken
shúka	sugar	íshǔka	it is sugar
mukómaná	boy	múkǒmaná	it is a boy
chivákó	building	chívǎkǒ	it is a building

This seems to be the case in most or all dialects, if the prefix is followed by only one syllable:

mùtí	tree	mútì (and not */mútí/)

[For practice with these forms, see Groups 2,3.]

3. The reciprocal extension /-an-/.

The extension /-an-/ is added to verb stems to carry the idea of reciprocity:

Vánoóná.	They see.
Vánováóná.	They see them.
Vánozvíòná.	They see themselves.
Vánoónáná.	They see one another.

[For practice with these forms, see Group 4.]

1. Possessives with two concords: /~á~ò/.

a. /~árò/	'Our town has many buildings.	'Its buildings are numerous.'
zvivákó	Dhoróɓa ṛédú ríne zvivákó zvizhínjí.	Zvivákő zváro zvákáwanda.
dzimbá	Dhoroɓa redu rine dzimba zhinji.	Dzimba dzaro dzakawanda.
zvitóro	Dhoroɓa redu rine zvitoro zvizhinji.	Zvitoro zvaro zvakawanda.
migwagwa	Dhoroɓa redu rine migwagwa mizhinji.	Migwagwa yaro yakawanda.
húkú	Dhoroɓa redu rine huku zhinji.	Huku dzaro dzakawanda.
ófisi	Dhoroɓa redu rine ofisi zhinji.	Ofisi dzaro dzakawanda.
mabásẹkoro	Dhoroɓa redu rine mabasekoro mazhinji.	Mabasikoro aro akawanda.
mótokari	Dhoroɓa redu rine motokari zhinji.	Motokari dzaro dzakawanda.

b. /~chò/

dzimbá	Chikóro chédú chíné dzimba̋ zhínjí.	Dzimbá dzácho dzákáwanda.

mipanda	Chikóro chédú chíné mipanda mizhínjí.	Mipanda yacho yakawanda.
vadzídza	Chikóro chédú chíné vadzídza vazhínjí.	Vadzidza vacho vakawanda.
mabhúku	Chikóro chédú chíné mabhúku mazhinji.	Mabhuku acho akawanda.
marí	Chikóro chédú chíné mari zhinji.	Mari yacho yakawanda.
c. /~mw̩o/		[Tones of rekwedu??]
mhuká	Mugomo rèkwédú múné mhuká zhínjí.	Mhuká dzemw̩ó dzákáwanda.
mití	Mugomo rekwedu múné miti mizhinji.	Miti yemw̩ó yakawanda.
matombó	Mugomo rekwedu múné matombo mazhinji.	Matombo emw̩ó akawanda.
michero	Mugomo rekwedu múné michero mizhinji.	Michero yemw̩ó yakawanda.

[After the three sections of this exercise have been mastered separately, the tutor should select sentences at random from Column 2 in any of the three sections, and the student should reply with the appropriate sentence from Column 3.]

2. Independent forms of nouns: indicative vs. relative verbs.

	'This town is good.'	'It is a very good town.'
kunaka	Iri guta rákánaka.	Ígúta ràkánáka kwázvo.
nzira	Iyi nzira yákanaka.	Ínzíra yàkanaka kwazvo.
kureba	Iyi nzira yákareba.	Ínzíra yàkareba kwazvo.
mugwagwa	Uyu mugwagwa wákareba.	Múgwágwa wàkareba kwazvo.
kushátá	Uyu mugwagwa wákashata.	Múgwágwa wàkashata kwázvo.
vaná	Ava vaná vákashata.	Vána vàkashata kwázvo.
kukúrá	Ava vana vákakura.	Vána vàkakura kwázvo.
masimo	Awa masimo ákakura.	Másímo àkakura kwazvo.
kufánáná	Awa masimo ákafanana.	Másímo àkafanana kwazvo.
vaná	Ava vana vákafanana.	Vána vàkafanana kwazvo.
michero	Iyi michero yákafanana.	Míchéro yàkafanana kwazvo.
kuwanda	Iyi michero yakawanda.	Míchéro yàkawanda kwazvo.

3. Noun after linking prefix vs. independent noun.

a. Nouns without a class prefix.

	'Tell us about your city.'	'It is a very good city.'
guta	Tútaúríren̩yú ng̩egúta rényú.	Ígúta rakánáka kwazvo.
gádheni	Titauriren̩yi ng̩égádheni renyu.	Ígádheni rakanaka kwazvo.
húkú	Titauriren̩yi ng̩éhuku dzenyu.	Íhǔkǔ dzakanaka kwazvo.
m̩ombe	Titauriren̩yi ng̩èm̩ombe dzenyu.	Ím̩ómbe dzakanaka kwazvo.
basa	Titauriren̩yi ng̩èbasa renyu.	Íbása rakanaka kwazvo.

dangá	Titauriren̩yi ng̩edanga renyu.	Ídangá rakanaka kwazvo.
imbá	Titauriren̩yi ng̩eimba yenyu.	Ímbà yakanaka kwazvo.
tsapí	Titauriren̩yi ng̩etsapi yenyu.	Ítsapí yakanaka kwazvo.

b. Nouns with a class prefix.

chikóro	Titauriren̩yi ng̩echikoro chenyu.	Chíkóro chakanaka kwazvo.
musika	Titauriren̩yi ng̩emusika wenyu.	Músíka wakanaka kwazvo.
munda	Titauriren̩yi ng̩emunda wenyu.	Múndâ wakanaka kwazvo.
mití	Titauriren̩yi ng̩emiti yenyu.	Míti yakanaka kwazvo.
zvinánazi	Titauriren̩yi ng̩ezvinanazi zvenyu.	Zvínánazí zvakanaka kwazvo.
chirongó	Titauriren̩yi ng̩echirongo chenyu.	Chírongó chakanaka kwazvo.
rwizí	Titauriren̩yi ng̩erwizi rwenyu.	Rwízi rwakanaka kwazvo.

[After the two sections of this exercise have been mastered separately, they should be combined.]

4. Various forms of verbs that contain the reciprocal extension /-an-/.

kubátsírá	Vákabátsírána nezúro.	They helped one another yesterday.
mangwáná	Váchabátsírána mangwáná.	They will help one another tomorrow.
kuóná	Váchaónáná mangwáná.	They will see one another tomorrow.
mazúvá o̩sé	Vánoónáná mazúvá o̩sé.	They see one another every day.

kutaurira	Vánótaurirana mazúvá ǫsé.	They talk with one another every day.
nezúro	Vákátaurirana nezúro.	They talked with one another yesterday.
kubikira	Vákábikirana nezúro.	
mangwáná	Váchábikirana mangwána.	
kusíyá	Váchasíyáná mangwáná.	They will part from one another tomorrow.
mangwánaní áno	Vásĭyănă mangwánaní áno.	They parted from one another this morning.

Oral reading practice, and material for practice conversations.

Ndiri kutsvaka nzira
ìnóĕnda Nyánga.

Tórá ìnósvĭka paWatsómbá.

Handípăzívi paWatsómbá.

Tóráyí iyi nzira.
Ínósvika paWatsómbá.

Ndózóendepí ndăsvìka
apo?

Unótórá nzira irí kurudyí.

Hapáná ìnótsáúká
heré?

Dzǫ́sé dzínóenda kurunzeré.

Zvínó iní ndinóżodíni
apo?

Unóră̌mba úndorí kurudyí.
Ndíyo ìnósvǐka parwendo
rwákó.

Mw̩azvíɨtá. Tózoónánazvé.

Fámbá̀ zvákó zvakánáka
Mw̩azvíɨtá.

UNIT 30

BASIC DIALOGUE

	-rásá	to throw away, to lose
1A	Ndakárǎsǎ marí yángu pánó.	I lost my money here.
2B	Ríniko?	When?
3A	Musí wo̩Múgobéra.	On Saturday.
4B	Wakámbótsvaka heré?	Have you looked for [it] at all.
5A	Ndakáédza zvąndīnógoná.	I tried my best ('I tried such as I am able').
6B	Zvínó zvákáita sén̩yi?	So what happened?
7A	Ndakábvíra kushaya.	I failed completely.
8B	Tingámbóedzązvé heré?	Can we try again for a bit?
9B	Ngátíénde tíbvezvé apo tãvàmba.	Let's go and [start] again where we began.
	-vá	to become, be
	pfungwá (9,10)	thought
10A	Íngavą pfungwá yakánáka.	That would be a good idea.

Supplementary vocabulary. Starting a new school.

Kuti tìchídǎ kuvamba chikóro chitsvá, tinógǎra pasí nąvábereki.	If/when we want to start a new school, we sit down with the parents.

-pangana	to decide
mafámbíré (6)	ways of running
Tópángana mafámbíré êchĭkóro.	Then we decide how the school will be run. ('...the ways-of-running of the school')
-révá	to speak
Dzimwe ngúvá zvínorévá imbá yǫ̂kŭfúndírá.	Sometimes, it requires a building for study.
-úngánídza	to collect
Vabereki vóŭngănĭdza marí.	Then the parents collect the money.
-kanya	to mold
-kanyisa	to cause to mold
chidhína (7,8)	brick
muvákí (1,2)	builder
Vókányisa zvidhína nǫkútsvaka muvákí.	Then they have the bricks made, and look for a builder.
-dáídzá	to call, invite
sipíkita	school inspector
Chikóro chãpéra, vódăĭdză sipíkita.	When the school is finished, then they call the school inspector.
Sipíkita nǫ̂mŭfámbírí wêchĭkóro vótáura.	Then the inspector and the school superintendent speak.

-nyórésá	to cause to write, to enroll
Vaná vónyǒrěswǎ nǫ̂kǔténgá mabhúku.	Then the children are enrolled, and books are bought.
-túmá	to send (a person)
Vafúndísí/Vadzídzísí vótǒtǔmǐrwǎ.	Teachers are assigned.
Chikóro chóvámbwa.	Then school is begun.

1. Subjunctive forms of verbs.

In the sentence:

Ngátíénde tíbvezvé apo tǎvàmba.

Let's go and [start] again from where we began.

the word /tíbvè/ is a new form of /-bvá/ 'to go from'. This form is called SUBJUNCTIVE. Subjunctives differ from other forms in two ways:

(1) the subject prefix (/ti-/ in this example) may stand immediately before the root (/-bv-/ in this example). There is no prefix syllable associated with the subjunctive.

(2) The final vowel in all dialects is /-è/. Another characteristic of subjunctives is that the subject prefix has high tone regardless of person. The first stem syllable is also high (e.g. /tíéndè/ 'that we may go') unless it is also the last syllable of the word (as in /tíbvè/). At least some dialects have a tonal difference in the subjunctive between high and low verbs with three or more stem syllables:

Low:	títáùrè	that we may speak
High:	tísévénzè	that we may work -

Subjunctives may have aspect prefixes (/-mbo-, -zo-/ etc.) and/or object prefixes but no tense prefixes (/-no-, -ka-, -cha-/ etc.). [For practice with subjunctive forms, see Group 5.]

2. Hortative forms of verbs.

In the same sentence which was cited in the preceding note, was found the word /ngátíénde/ 'let's go'. This is a HORTATIVE form of /-enda/.

In its form, the hortative consists simply of an initial prefix /ngá-/ plus the subjunctive as described above. Hortative forms that have a first person plural subject (as in the example) are ordinarily translated into English with 'let's ________'. With other subject prefixes, modern English may use a variety of translations.

Matombó ngáábvíswè.	Let the stones be removed. Have the stones removed. The stones should be removed.

A hortative form, unlike its subjunctive counterpart, is always the principal verb in its clause. It may be followed by one or more subjunctive verbs:

Ngátíéndè kumushá.	Let's go home.
Ngátídyè.	Let's eat.
Ngátíéndè kumushá tídyè.	Let's go home [and] eat.

[For practice with hortative verbs, see Groups 1-5.]

3. Tonal participials used after the linking prefix (or, according to dialect, after a distal demonstrative).

Group 6 contains the sentences:

Takáǒnǎ munda wąvãkarima.	We saw the field that they ploughed.
Takádyâ sadza rąvãkabika.	We ate the food that they cooked.'

In these sentences, /wąvãkarima/ modifies /munda/, and /rąvãkabika/ modifies /sadza/. The two verb forms are thus comparable to English relative clauses.

Shona verb forms that correspond to English relative clauses were discussed in Unit 11, Note 1. These were used in sentences like:

(Nzira) ìnósvǐka...	'(The path) which gets to...'
(Munhu) ànózívá...	'(The person) who knows...'

In constructions of this kind, the subject prefix of the relative verb agrees with or refers to some noun in the preceding part of the sentence: /ì-/ agrees with /nzira/, and /à-/ agrees with /munhu/.

In the two sentences cited at the beginning of this note, the subject prefix of the last verb (/va-/ does not agree with anything that precedes it (e.g. /munda/ or /sadza/). Furthermore, the tonal pattern of the verb is participial (Unit 27, Note 1) and not relative (Unit 11, Note 1). Most striking of all, the verb /vãkarìma/ follows a prefix which consists of a concordial element plus the linking prefix, (i.e. /wą-/ and /rą-/). It is these concordial elements /w-/ and /r-/ which agree with something else in the sentence (respectively /munda/ and /sadza/).

In some forms of Manyika, and perhaps elsewhere, the combination of concord plus linking prefix is not used. Instead, the distal demonstrative is used, followed by a tonal participial. So, for example:

apo tãvamba pą̀tãvamba	where we began
izvo ndĩnogona zvąndĩnogona	such as I am able

[For practice with this use of participial forms, see Groups 6-8.]

1. Infinitive vs. hortative, high verbs.

	'We aren't hurrying.'	'Let's hurry.'
kukásíká	Hatíri kukásíká.	Ngátíkásíke.
(íye)	Haári kukásíká.	Ngáákásíke.
kusándá	Haári kusándá.	Ngáásánde.
(isú)	Hatíri kusándá.	Ngátísánde.
kudyárá\` mbéú	Hatíri kudyárá\` mbéú.	Ngátídyáre mbéú.
(íye)	Haári kudyárá\` mbéú.	Ngáádyáre mbéú.
kusévénzá	Haári kusévénzá.	Ngáásévénze.
(isú)	Hatíri kusévénzá.	Ngátísévénze.

2. Infinitive vs. hortative, low verbs.

	'We aren't working.'	'Let's do some work.'
kuita basa	Hatíri kuita basa.	Ngátíite basa.
(ívo)	Havári kuita basa.	Ngáváíte basa.

kupfutsa mw̩otó	Havári kupfutsa mw̩otó.	Ngávápfútse mw̩otó.
(isú)	Hatíri kupfutsa mw̩otó.	Ngátípfútse mw̩otó.
kufusira mbéú	Hatíri kufusira mbéu.	Ngátífúsire mbéu.
(ívo)	Havári kufusira mbéú.	Ngávárúsire mbéú.
kuvidza mvúrá	Havári kuvidza mvúrá.	Ngávávídze mvúrá.
(isú)	Hatíri kuvidza mvúrá.	Ngátívídze mvúrá.

3. Hortative (1 pl.) vs. hodiernal indicative (1 sg.) with /-to-/.

	'Let's put the pot on the fire.'	'I've already put the pot on the fire.'
kuisa	Ngátííse hárí pachotó.	Ndatóǐsa hárí pachotó.
kupfutsa	Ngátípfútse mw̩otó.	Ndatópfǔtsa mw̩otó.
kuchéká	Ngátíchéke murívó.	Ndatóchéká murívó.
kuténgá	Ngátíndoténgé munyú.	Ndatóténgá munyú.
kugadzira	Ngátígádzire doví.	Ndatógǎdzira doví.
kubura	Ngátíbúre sadza muhárí.	Ndatóbǔra sadza muhárí.
kuverenga	Ngátívérenge iro bhúku.	Ndatóvěrenga iro bhúku.
kutaura	Ngátítáure nayé.	Ndatótǎura nayé.
kudyá	Ngátídye.	Ndatódya.
kudáro	Ngátídaró. Let's do like that/Let's go.	Ndatódaró.
kuedza	Ngátíédzezvé.	Ndatóědzazvé.

4. Sentences that contain hortative verbs.

Sadza ngáríkwáte zvishoma.	Let the sadza bubble a little.
Vapwéré ngáṿágáre pasí.	Let the children sit down.
Matombó ngáápére kubvá munzira.	Let's get rid of the stones from (in) the path.
Ivú ngáríénzaniswe.	Let the soil be levelled.
Chirongó ngáchíúnzwe.	Have an earthen pot brought.
Nyama ngáígóchwe.	Let the meat be roasted.
Murívó ngáúchékwe.	Have the murivo chopped up.
Nzungú ngádzíkángwe.	Let the groundnuts be roasted.

5. Infinitive vs. subjunctive.

'They're in the house sewing.'	'Let's go into the house and sew.'
Várí mumbá kusona.	Ngátípíndewó mumbá tísóne.
Várí mumbá kubika.	Ngátípíndewó mumbá tíbíke.
Várí mumbá kutaurirana.	Ngátípíndewó mumbá títáurirane.
Várí mumbá kuchéká murívó.	Ngátípíndewó mumbá tíchéke murívó.
Várí mumbá kugadzira tíi.	Ngátípíndewó mumbá tígádzire tíi.
Várí mumbá kumwá tíi.	Ngátípíndewó mumbá tímwe tíi.
Várí mukbá kugezà ndíro.	Ngátípíndewó mumbá tígéze ndíró.
Várí mumbá kuv̀erenga.	Ngátípíndewó mumbá tívérenge.

6. Participials in constructions that modify nouns.

a. Low verbs.

'They ploughed the field.'	'We saw the field that they ploughed.'
Vákárima munda.	Takáŏnǎ munda wąvãkarima.
Vákabika sadza.	Takaona sadza rąvãkabika.
Vákadonhesa mbéú.	Takaona mbéú dząvãkadonhesa.
Vákaenzanisa ivú.	Takaona ivú rąvãkaenzanisa.
Vákapfutsa mw̩otó.	Takaona mw̩otó wąvãkapfutsa.
Vákagadzira chotó.	Takaona chotó chąvãkagadzira.
Vákachera makombá.	Takaona makombá ąvãkachera.

b. High verbs.

Vákadyárá chibarwé.	Takáŏnǎ chibarwé chąvãkadyara.
Vákavaka imbá.	Takaona imbá yąvãkavaka.
Vákatenga nguruve.	Takaona nguruve dząvãkatenga.
Vákavaka tsapí.	Takaona tsapí dząvãkavaka.
Vákatengesa m̨ombe.	Takaona m̨ombe dząvãkatengesa.
Vákamaira vanhu.	Takaona vanhu vąvãkamaira.
Vákasevenzesa matémó.	Takaona matémó ąvãkasevenzesa.

[After the two sections have been mastered separately, they should be combined.]

7. Hodiernal, indicative vs. participial.

a. Low verbs.

'I received a letter.'	'I lost/threw away the letter that I received.'
Ndagáshira tsamba.	Ndarásá tsamba yąndãgashira.
Ndasévha up̩fu.	Ndarasa up̩fu hwąndãsevha.
Ndavérenga bhúku.	Ndarasa`bhúku rąndãverenga.
Ndagádzira tíi.	Ndarasa tíi yąndãgadzira.

b. High verbs.

Ndapíwá marí.	Ndarásá marí yąndãkapiwa.
Ndaténgá chigĕrŏ.	Ndarasa chigĕrŏ chąndãkatenga.
Ndanyórá tsamba.	Ndarasa tsamba yąndãkanyora.
Ndaúnzá`bángá.	Ndarasa`bángá rąndãkaunza.

8. Indicative vs. tonal participial, <u>no</u>-tense.

a. Low verbs.

'What work do you do?'	'He wants to do the work that you do.'
Unóĭta basan̩yí?	Ánodá kuita basa rąũnoita.
Unótăura mutauron̩yí?	Anoda kutaura mutauro wąũnotaura.
Unógădziren̩yí zvǫ̂kŭmwâ?	Anoda kugadzira zvǫ̂kŭmwâ zvąũnogadzira.

b. High verbs.

Unópíwá marín̩yi?	Ánodá kupíwá marí yąũnopiwa.
Unóténgá zvinhun̩yí?	Ánodá kuténgá zvąũnotenga.
Unófúndírá kúpĭ?	Ánodá kufúndírá kwaũnofundira.

9. Various forms of a single verb.

	Várí kutsvaka marí yàkárăswă.	They are looking for the money that was lost.
ndívanáaní	Ndívanáaní varí kutsvaka marí yàkárăswă?	Who are looking for the lost money?
ndaváóná	Ndaváóná vãri kutsvaka mari yàkaraswa.	I saw them looking for the lost money.
pápĭ	Várí kutsvakira pápĭ mari yàkaraswa?	Where are they looking for the lost money?
kwéte	Havári kutsvaka mari yàkaraswa.	They aren't looking for the lost money.
nezúro	Havááná kutsvaka mari yakaraswa.	They didn't look for the lost money.
ndívanáaní	Ndívanáaní vàsíná kutsvaka mari yakaraswa?	Who all didn't look for the lost money?
mangwáná	Ndívanáaní vànózotsvaka mari yakaraswa mangwáná?	Who all will look for the lost money tomorrow?

Oral reading practice, and materials for practice conversations.

Have you ever been to Bulawayo?	Wakambobva Bhurúwayo here?	
Yes, I often go there.		Hunde, ndinonyanya kuendako.
How do you go?	Unoenda sen̩yi?	
Sometimes by bus and sometimes by train.		Dzimwe nguva nebhazi kana nechitima.
Which do you prefer?	Chin̩yi chąũngadisa?	
The bus, because it is faster.		Bhazi, nokúti rinokasika.

Uri kutsvaken̩yi?	
	Ndiri kutsvaka bhuku.
Bhúkun̩yí?	
	Bhuku rawãkandipa nezuro.
Wariverenga here?	
	Ndakarivamba nezuro manherú.
Unorida here?	

Ndinoridisà kwazvo.

Sara aripikò?

Ndamuona ãri kubatsirà
mai.

Vari kuiten̩yi?

Vari mumba kubika
sadza.

Vanopedza rini?

Ndinofunga garegare.

Mw̩amboona Baba
Mbutsa here?

Ndinofunga vari
kurima. Ndavaonà
vãri kuenda kumunda.

Handinatsi kuziva munda
wavo. Uripi?

Ngatiendayo to̧se.

Iyi ínzíra yedu
heré?

Handinatsi kuziva.
Zvino tày̩ápì?

Tay̩a munzira yǫkuKamba.

Ngatitenderuke.

Tiende kupi?

Tipinde munzira yedu.

Baba vako havari kumundasu? !

Vambopinda mumba.

Kundòdíni?

Kundòtóra badza id̩z̩vá.

Ndinofunga kuenda kudhorob̧a nh̩asi.

Unoenda nààní?

Handiną munhu wąkuenda naye. Ndinoenda ndǫga.

Uchida tingaendą tǫse.

('At what hour (what time) can we go?') Tingaendą nguvan̩yi?

('[At] whatever [time] you say.') Yǫse yǫwãtaura.

In Units 31-40, as in Units 21-30, the writing of tone marks is diminished. The student is responsible for supplying the tones as he speaks; if necessary he should also write them into the book.

Another transfer of responsibility which is made in Units 31-40 has to do with the grammar notes. In previous units, these have been in the form of explanations accompanied by examples. In the units which follow they are in the form of questions which the student is expected to answer, using the data presented in the dialogue and exercises.

UNIT 31

BASIC DIALOGUE

1A	Babá wàsárá vãripi nh̩ási?	Where did you last see ('leave') Father today?
	dare(5) matare(6)	council, court
	sábhũku	headman
2B	Váeńda kudare kwásá̇bhuku.	He went to the headman's council.
3A	Hongu ndan̩zwá dare mangwánaní.	Yes, I heard of the council this morning.

	-dzoka	to return
4B	Héo vátová kudzoka.	There they come.
5A	Masíkatí shéwe.	Good day, sir.
6C	Masíkatí àkánáka.	Good day.
	-tonga	to judge, decide a legal case
7A	Kwáitóngwen̩yí kudare?	What was the [chief] topic at the council?
8C	Vátáura ng̩êchĭbháró chem̩ómbe.	They talked about the cattle tax.

Supplementary vocabulary. Topics that might be discussed at a headman's court.

chibháró cha̩vánhu

nyayá ⎫
⎬ dzô̩mǔshâ
mhaká ⎪
nhaú ⎭

kumàngara 'to make a formal complaint'

Babá váSará vákámángara kudyírwá munda.

'_________complained that his field had been eaten by cattle.'

1. The prefix /sá-/ in titles.

The word /sábhũ̌ku/ consists of /bhúkù/ 'book' with the prefix /sá-/. Note that the high tone of this prefix makes it sound different from /sà-/ 'like, as'. The prefix /sá-/ is described in Hannan's Shona Dictionary as indicating 'ownership, guardianship, user'. Thus /sábhũ̌ku/ is the custodian of the tax rolls. Other examples given in the dictionary are /sáimbá/ 'householder', /sázĩ̌tã̌/ 'namesake'.

1. Tonal participles that contain the prefix /-no-/.

'I see something.'	'What do you see?' ('What-thing of you-seeing?')
Ndinóóná chinhu.	Chínhun̩yí cha̩ũ̌noona?
Ndaténgá chinhu.	Chínhun̩yí cha̩wã̌tenga?
Ndichágádzira chinhu.	Chínhun̩yí cha̩ũ̌chagadzira?
Ndadónhesa chinhu.	Chínhun̩yí cha̩wã̌donhesa?
Ndarásá chinhu.	Chínhun̩yí cha̩wã̌rasa?
Ndinóda chinhu.	Chínhun̩yí cha̩ũ̌noda?
Ndaténgésá chinhu.	Chínhun̩yí cha̩wã̌tengesa?

2. Contrast in tone between indicative and participial tone patterns.

Vaná vari kuiten̩yi?	What are the children doing?
Mw̩asíyá vaná vãri kuiten̩yi?	What were the children doing when you left them?
Vaná várí kutámbá zvávó.	The children are playing.
Tasíyá vaná vãri kutámbá̀ zvávó.	We left the children playing.
Vaná várí kufúndírá̀ zvávó.	The children are studying.
Tasíyá vaná vãri kufúndírá̀ zvávó.	The children were studying when we left them.
Vaná várí kupangana kundotámbá̀ zvávó.	
Tasíyá vaná vãri kupangana kundotámbá̀ zvávó.	
Vaná vákarárá.	
Tasíyá vaná vãkarara.	

3. Negative tonal participial verbs.

Áná marí heré?	Does he have money?
Haáná marí.	He has no money.
Takámũsíyá ãsiná marí.	We left him he-being without money.

Ánozívá heré?	Does he know?
Haázíví.	He doesn't know.
Takámŭsíyá ãsíngazíví.	We left him without his knowing.
Mw̩akáda kumúsíyá heré?	Did you want to leave him?
Hatíná kudá kumúsíyá.	We didn't want to leave him.
Takámŭsíyá tĩsíngadí.	We left him unwillingly.
Mw̩akátaura here?	Did you speak?
Hatíná kutaura.	We didn't speak.
Takámŭsíyá tĩsiná kutaura.	We left him without speaking.
Mw̩akámúóná here?	Did you see him?
Hatíná kumúóná.	We didn't see him.
Takámŭsíyá tĩsiná kumúóná.	We left him without seeing him.
Mw̩akámŭbátsírá heré?	Did you help him?
Hatíná kumúbátsírá.	We didn't help him.
Takámŭsíyá tĩsiná kumúbátsírá.	We left him without helping him.

4. Tonal participials that follow the linking prefix, in 'relative' function.

Ndaóná munhu.	I saw someone.
Handímŭzívĭ.	I don't know him.
Ndaóná munhu wandĩsingazivi.	I saw a person that I don't know.

Ndatámbírá tsamba.	I received a letter.
Handígoní kuiverenga.	I can't read it.
Ndatámbírá tsamba yandĩsíngagoní kuverenga.	I got a letter that I can't read.
Wàtáura mazwí.	You said something ('some words').
Handíǎn̩zwí.	I don't understand it ('them').
Wàtáura mazwí a̩ndĩsíngan̩zwí.	You said something that I don't understand.
Ǎnótaura mutauro.	He speaks a language.
Handíútaúri.	I don't speak it.
Ánótaura mutauro wa̩ndĩsíngátaúri.	He speaks a language that I don't speak.
Ánóita iro basa.	He does that work.
Handíríití.	I don't do it.
Ánóita basa ra̩ndĩsíngáití.	He does work that I don't do.
W̩ákadyá chinhu.	He ate something.
Handíchĭdyí.	I don't eat it.
W̩ákadyá chinhu cha̩ndĩsíngadyí.	He ate something that I don't eat.
Ánodá bhúku.	He wants a book.
Handínaró.	I don't have it.
Ánodá bhúku ra̩ndĩsiná.	He wants a book that I don't have.

Ánoóná mhuká.	He sees some wild animals.
Handídzĭónĭ.	I don't see it.
Ánoóná mhuká dza̩ndísíngaónĭ.	He sees wild animals that I don't see.

5. Indicative vs. imperative or subjunctive; subjunctive as the second verb, following an imperative or a hortative verb.

W̩áenda kugádheni heré?	Did he go to the garden?
Ngááénde kugádheni.	Have him go to the garden.
W̩ádírira mbéú heré?	Did he water the seeds?
Ngáádírire mbéú.	Have him water the seeds.
Ngááénde kugadheni ádírire mbéú.	Have him go to the garden and water the seeds.

Árí kuramba achíkúrúngá heré?	Is she continuing to stir?
Ngáárámbe achíkúrúngá.	She should keep stirring.
Mapúndú ápĕrã heré?	Are all the lumps gone?
Mapúndú ngáápére.	All the lumps should disappear.
Ngáárámbe achíkúrúngá mapúndú ápére.	Have her keep on stirring so the lumps disappear.

Mw̩atópútsá mavhingw̩a heré?	Have you already broken up the clods?
Pútśan̩yí mavhingw̩a.	Break up the clods.
Ivú rírí nyoré heré?	Is the earth soft?
Ivú ngárívе nyoré.	Let the earth be soft.
Pútsán̩ýi mavhingw̩a ivú ríve nyoré.	Break up the clods so that the earth will be soft.

Wapfútsa mw̩otó heré?	Have you lit the fire?
Pfutsá mw̩otó.	Light the fire.
Tinóda kugocha nyama.	We want to cook some meat.
Ngátígóche nyama.	Let's cook some meat.
Pfutsá mw̩otó tígóche nyama.	Light the fire so we [can] cook some meat.

Tichákánya zvidhína.	We'll make some bricks.
Ngátíkanye zvidhína.	Let's make some bricks.
Tichápĭsă zvidhína.	We'll burn the bricks.
Ngátípíse zvidhína.	Let's burn the bricks.
Ngátíkánye zvidhína típíse.	Let's make some bricks and burn [them].

Reading and conversation practice.

Muri kuda kuvaka chikoro chitsva here?	Do you want to build a new school?
Hongu, takatogara pasi nękupangana.	Yes, we've already sat down and made plans.
Mw̩ay̩a nen̩yi zvino?	What do you have up to now?
Takatonkanyisa nękupisa zvidhina.	We've already had the bricks made and burned.

Muvaki mw̩ay̩a naye here?	What about a builder? Do you have one?
Hongu vay̩a pano.	Yes, he ('they') is here now.
Munofunga kuvamba rini?	When do you expect to begin?

Mwedzi ùnouya.	Next month.

Munovakira papi?	Where are you going to build?
Apo tãkapiwa naSipikita.	The place assigned to us by the Inspector.
Munofunga kupedza rini?	When do you expect to finish?
Tinoda kuti ifundirwe gore rìnouya.	We want it to be used for study next year.
Ndan̩zwá sábhũku achitaura ng̩echibharo.	I heard the headman talking about the tax.
W̩ati kudini?	What did he say?
W̩ati vanhu vǫse ngavaunze chibharo uko ãri.	He said everyone should bring the tax to him ('to where he is').
Anoenda rini nacho kuNyanga?	When is he taking it to Nyanga?
Handizivi, zvimwe vhiki rìnouya.	I don't know. Maybe next week.
Imw̩i mw̩ati mw̩ãendesa here?	Have you sent yours?
Kwete, handisati ndãchiona.	No, I haven't get it yet.
Changu, tichaenda nacho manheru ano.	I'm going to take mine this evening.

UNIT 32

BASIC DIALOGUE

	hókwa (9,10)	invitation
	(-koka)	to invite a number of people
	muchato (3,4)	wedding
	(-chata)	to marry
1A	Kúne hókwa yǫmúchato.	There's an invitation to a wedding.
2A	Vanhu vazhínjí vákakókwa.	Many people were invited.
	-sanganisa	to cause to join one another
3B	Ndíaní ànózovásánganisa?	Who will marry ('join') them?
	musándíri (1,2)	minister of the gospel
4A	Ndímusándíri wḝkwâMutáre.	It's a minister from Umitali.
	rugashiro (11)	reception
5B	Rugashiro rwǫ̂kŭtángá rúri pápi?	Where will the first reception be?
	muímbí (1,2)	singer
6A	PáMundenda. Vaímbí vánózobvá kwáMútámbara.	At Mundenda. The singer will come from Mutambara.
7A	Vánózodáídzá̀ shámwarí zhínjí.	They will invite a lot of friends.
	chipó (7,8) (cf. -pá 'to give')	gift
8B	Mw̥ayá nêzvĭpô heré?	Do you have a gift yet?
9A	Handísatí ndãya nácho.	I don't have one yet.
	-nonoka	to delay, be late
10B	Usanonoka/Usanonoke.	Don't delay!

Supplementary vocabulary. Housekeeping chores.

Ndinótsváírá mumbá.

Ndinógeza mumbá nǫkúisa mushongá.

Ndinópukuta zvigaro nétáfura nêmĭbhédha.

Ndinógeza mafáfitera.

Ndinómísá midzíyó yǫ́sé munzvimbo dzáyo.

Ndinógadzira imbá yǫmwéni yǫ̂kŭrárá.

Ndinóisa zvǫkúgezesa nę̂măfútá mumupanda mwáké.

Ndinózádzá mwenje ngępárafíni.

Ndinówaridza machírá nêmĭtsámíro zvakáchéna.

-pukuta	'to dust'
chigaro (7,8)	'chair'
táfura (5,6)	'table'
mubhédha (3,4)	'bed'
-mísá	'to put in place'
midzíyó (4)	'furniture, utensils'
nzvimbo (9,10)	'place'
mwenje (3,4)	'lamp, candle'
-zárá	'to become full'
-waridza	'to spread out'
jírá (5) machírá (6)	'cloth,sheet'
mutsámíro (3,4)	'pillow'
-chena	'to become clean'

1. Verbs, with the agentive nouns that are related to them.

'Who sing?' ('Who are they that sing?')	'They are singers.'
Ndívanáaní vànórima?	Várími.
Ndívanáaní vànórimisa?	Várímisi.
Ndívanáaní vànófúndísa?	Váfúndísi.
Ndívanáaní vànóímbá?	Váímbí.
Ndívanáaní vànóbika?	Vábíki.
Ndívanáaní vànóténgésá?	Váténgésí.
Ndívanáaní vànóchaira?	Vácháiri.

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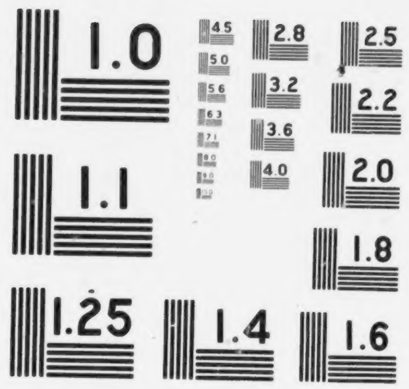
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

Ndívanáaní vanóvádzá?	Vávádzí.
Ndívanáaní vanóveza?	Vávézi.
Ndívanáaní vanórana?	Várápi.

2. Agentive nouns and the verbs to which they are related.

'What does a clerk ('writer') do?'	'He writes.'
Munyórí ánóiten̩yí?	Ánonyórá.
Muímbí ánóiten̩yí?	Ánoímbá.
Mufámbísí wêchĭkóro ánóiten̩yí?	Ánofámbísá chikóro.
Mubiki ánóiten̩yí?	Ánóbika.
Murezi ánóiten̩yí?	Ánóreza vaná.
Mupetesi ánóiten̩yí?	Ánópetesa chibháro.
Mugezi ánóiten̩yí?	Ánógeza mbatyá.

The student should examine for himself the pairs of sentences in 1 and 2, and make a statement which summarizes the relationship between a verb stem and the noun which stands for the person who performs the action for which the verb stands. Enter the summary statement here:

In the following exercises, note that the final vowel in negative commands may be /-a/ (as in /usaputsa/) or /-e/ (/usaputse/), depending on the dialect.

3. The /-o-/ form of the verb vs. negative commands (singular).

'Shall I go into the house now?'	'Don't go into the house.'
Ndópínda mumbá heré?	Usápíndą mumbá.
Ndópŭtsă mavhingwa heré?	Usápútsą́ mavhingwa.
Ndógádzira midárárá heré?	Uságádzirą midárárá.
Ndóchéra makombá heré?	Usáchérą makombá.
Ndódónhesa mbéú heré?	Usádónhesą mbéú.
Ndófúsira mbéú heré?	Usáfúsirą mbéú.
Ndóhără mbéú heré?	Usáhárą́(ba).

4. The /-o-/ form of the verb vs. negative commands (plural).

Tópfútsa mw̩otó heré?	Musápfútsą mw̩otó.
Tóísa hárí pachotó heré?	Musáísą hárí pachotó.
Tósévha up̧fu heré?	Musásévhą upfu.
Tókŭrĭngĭra sadza heré?	Musákúrúngírą sadza.
Tókwĭdĭbĭdza hárí heré?	Musákwídíbídzą hárí.
Tóbúra sadza muhárí heré?'	Musábúrą sadza muhárí.
Tóbvísa ndíró heré?	Musábvísą ndíró.
Tógéza ndíró heré?	Muságézą ndíró.
Tótsvăĭră mumbá heré?	Musátsváírą́ mumbá.

5. Negative subjunctives with and without object prefix.

Ndayá kuenda kundodirira mbéú.	I'm just now going to (go and) water the seeds.
Vátítáurira kuti tisádírírę mbéú.	They told us not to water the seeds.
Vátítáurira kuti tisádzǐdírirę.	They told us not to water them.
Tóbvísa ndíró heré?	Shall we remove the dishes now?
Vátítáurira kuti tisábvísę ndíró.	They told us not to remove the dishes.
Vátítáurira kuti tisádzǐbvísę.	The told us not to remove them.
Munóda kukanya zvidhína heré?	Do you want to make some bricks?
Vátítáurira kuti tisákányę zvidhína.	They told us not to make bricks.
Vátítáurira kuti tisázvǐkányę.	They told us not to make them.
Endáɲyí múúngánídze marí.	Go and collect money.
Vátítáurira kuti tisáúngánídzę marí.	They told us that we shouldn't collect money.
Vátítáurira kuti tisáǐúngánídzę.	They told us not to collect it.

The student should enter here a summary statement concerning the tones of negative subjunctive verbs with and without object prefixes. The statement should of course be based on his own tutor's pronunciation of the verbs in Exercise 5, and not on the tone markings that appear in this book.

6. Simple verb stems vs. the same stems with the causative extension.

'The sugar is all gone.'	'Who used it up/finished it?'
Shuka yapera.	Ndiani ẉàipedza?
Mwana ẉakarara.	Ndiani ẉàmuradzika?
Mvura yavira.	Ndiani ẉàivirisa/waividza?
Mwaná wágára pasí.	Ndiani ẉàmugadzika?
Ndafárá!	Wafádzwá̀ ngéṇyi?
Tinókúdzá chibarwé.	Chákǔrǎ zvakádiní?
Chirongó chádónha pachikúvá.	Ndíànì ẉachídónhesa?
Chikóro chírí kufámbá	Ndíaní àrí kuchífámbísa?
M̧ombe dzámwa.	Ndíaní wàdzímwísá?

7. Indicative vs. participial tone patterns in the /-a-/ tense.

'We've cultivated our field.'

'Have you cultivated yours also?'

'I haven't cultivated [it] yet.'

Taríma munda wédú.	Tadáídza shámwarí dzédú.
Mẉarímawó wényú heré?	Mẉadáídzawó yényú heré?
Handísatí ndãrimá(ba).	Handísatí ndãdáidzá.
Tagéza mbatyá dzédú.	Tatsváírá mumbá mẉédú.
Mẉagézawó dzényú heré?	Mẉatsváírawó mẉényú heré?
Handísatí ndãdzígezá.	Handísatí ndãtsváirá(ba).

Sadza rédú rákwǎtǎ.
Rényú rákwǎtawó heré?
Harísatí rãkwáta.

Tapédzísá basa rédú.
Mw̩apédzísawó rényú heré?
Hatísatí tãpédzisá.

Vaeni védú vásvíka.
Vényú vásvíkawó heré?
Havásatí vãsviká.

Babá védú vádzóka kudare.
Vényú vádzókawó heré?
Havásatí vãdzoká(ba).

Mwaná wédú wágǔtǎ.
Wényú wágútawó heré?
Haásatí ãgúta.

Tadyá sadza̠ rédú.
Mw̩adyáwo rényú heré?
Handísatí ndãdya(ba).

Támwa tíi yédú.
Mw̩amwáwo yényú heré?
Handísatí ndãmwa.

Tafúsira mbéú dzédú.
Mw̩afúsirawo dzényú heré?
Handísatí ndãfusíra.

Vaná védú váénda kuchikóro.
Vényú váéndawó heré?
Havásatí vãendá(ba).

Mafútá édú ápěrǎ.
Ényú ápěrawó heré?
Haásatí ãpéra.

The participial tone patterns of verbs in the /-a-/ tense are particularly subject to variation amony the different dialects of Shona. Using the data in Exercise 7, prepare a summary statement on this matter, and·enter it below:

Reading and conversation practice.

Ndine hókwa yangu musi wemugobera.	I'm having a gathering on Saturday.
Ndinoda kukóká vanhu vazhinji.	I want to invite a lot of people.
Vanababa navana mai vȩmuguta munokokwa.	You ladies and gentlemen from town are invited.
Panozova nezvo̧kudya zuizhinji.	There will be a lot of things to eat.
Ndinokokazve vanakomana nȩvasikana.	I'm also inviting boys and girls.
Iyi hókwa inozovamba masikati.	This gathering will begin in the middle of the day.
Tinozovamba nemitambo ya̧vana.	We'll begin with games for the children.
Kuti yãpéra tómwǎ zvô̧kǔmwâ.	When those are over, we'll have some drinks.
Vabereki votambavwo yavo.	The parents will have some fun, too.
Kudyá kwose kwoburwa kupa vanhu.	Then all the food is poured out to give to people.

Mweni ari kuuya; todiniko?

Unogeza mumba nemafafitera.

Ndinoisa mushonga here pasi nezvigariro?

Ndingafare ukaita kuti wadaro.

Misa midziyo yȩse munzvimbo dzayo.

Ndinogadzira mupandaṇyi wo̧mweni?

Unogadzira mupanda mudi̧ki̧.

Mune machira àkachena here?

Hunde, unotora machira, mitsamiro nezvigezeso zvàkachena.

Mwenje une parafini here?

Kwete, únoda kuzadzwa.

UNIT 33

BASIC DIALOGUE

1A	Ndinógeza sén̩yi mwaná máí?	How do I bathe the child, Mother?
	dhíshi(5?)	basin
2B	Unóisa mvúrá mudhíshi.	You put water in a basin.
	-pfígá	to close
	musúwo musíwo } (3,4)	doorway
3B	Wópfĭgă misíwo yǫsé.	Then close all the doors.
4B	Úngánídza zvǫsé zvǫ̃unodá.	Collect everything that you need.
	-dáì	(demonstrative pro-verb)
5A	Zvàkádaí ng̩én̩yi?	Like what?
6B	Zvàkádaí ng̩ésípo, mafútá nêmbătyâ.	Like soap, oil, and clothing.
	-pukuta	to wipe, rub, dust, polish
	jírá (5) machírá (6)	cloth
7B	Unamúpúkuta ng̩éjĭră ràkáchéna.	You should wipe him with a clean cloth.

Supplementary vocabulary. A bus trip.

Ndiri kuenda kwaMutambara nhasi.

Mhuri yangu inosara Ĭri pamusha.

Ndinoenda nebhazi.

Ndinòkwira bhazi paWatsomba. Ndinobvisa mari shoma.

Ndinosvika mwaMutare.

Ndinotora bhazi rechípirí rìnoenda kwáMútámbara.

Zvimwe rinotora nhambwe shanu.

Ndinobvisa mari yo̧kusvika kwaMutambara.

Handisati ndãziva kuti kunoita mutengo wàkadini.

Ndinodzikira·pabandera ro̧kutanga.

Ndipo pànogumira rwendo rwangu.

Mukoma wachanditambira nemotokari yawo.

Tinosvika kumba kwavo manheru ano.

-sárá	to stay behind
-kwírá	to climb, go up
nhambwe (9,10)	hour
muténgó (3,4)	price
-dzika	to descend

1. 'Like, for example...': an important use of the pro-verb /dáì/.

'At the market there are many vegetables.'

'Like what?'

'Like cabbages and beans.'

Kumusika kún̩a masímó mazhínjí.

Àkádaí ng̩én̩yi?

Àkádaí ngêmâkábichi, neshúshururu.

Mumbá múne midzíyó mizhínjí.

Yàkádaí ng̩én̩yi?

Yàkádaí ng̩ezvígaro néhǎrǐ.

Mudhorób̧a mún̩a vanhu vendudzi zhínhí.

Vàkádaí ng̩én̩yi?

Vàkádaí ng̩eMándevére, neMachángana.

Kwédú kúne michero mizhínjí.
Yàkádaí ng̩én̩yi?
Yakádaí nd̨âmăgwávha, mángo n̩amáhobó.

2. The verb prefix /-nà-/, expressing obligation.

'We must fill the lamps this evening.'
'We don't fill the lamps every evening.'
'We don't fill them every evening.'

Tinazadza mwenji manheru ano.
Hatizadzi mwenje manheru ǫse.
Hatiizadzi manheru ǫse.

Vànàwaridza machira akachena n̩hasi.
Havawaridzi machira akachena mazuva ǫse.
Havaavaridzi mazuva ǫse.

Tinageza mafafitera mangwanani ano.
Hatigezi mafafitera mangwanani ǫse.
Hatiagezi mangwanani ǫse.

Tinaverenga iri bhuku n̩hási.
Hativerengi iri bhuku mazuva ǫse.
Hatiriverengi mazuva ǫse.

Mubiki anatenga up̩fu n̩hasi.
Haatengi up̩fu mazuva ǫse.
Haahutengi mazuva ǫse.

Summarize the tonal patterns of verbs that contain the prefix /-nà-/. Pay especial attention to the tone of the subject prefixes for first, second, and third persons. Enter the summary statement here:

3. Examples of /-na-/ verbs with object prefixes. Active vs. passive stems.

'The house must be swept.'

'It hasn't been swept yet.'

'We must sweep it.'

Imba yakafanira kutsvairwa.

Haisati yatsvairwa.

Tinaitsvaira.

Mushonga wakafanira kuiswa pasi.

Hausati waiswa pasi.

Unauisa pasi.

Zvigaro zvakafanira kupukutwa.

Hazvisati zvapukutwa.

Unazvipukuta.

Mafáfitera akafanira kugezwa.
Haasati agezwa.
Unaageza.

Midziyo yose yakafanira kumiswa munzvimbo dzáyo.
Haisati yamiswa
Unaimisa

Mwenje yose yakafanira kuzadzwa.
Haisati yazadzwa.
Unaizadza.

Mibhédha yákafánírá kuwaridzwa.
Haisati yawaridzwa.
Unaiwaridza.

Enter below a statement summarizing the tones of verbs that contain /-nà-/ plus an object prefix:

Practice conversations. Conversation with a fellow passenger on a bus.

Muri kudzikirepi baba?

Ndiri kudzikira zvangu Marondera.

Imw̩i muri kudzikirepiwo?

Ndiri kudzikira Bhuruwayo.

Ah! munȩ rwendo rwakareba kwazvo!

Imw̩i mw̩akwiririrepi bhazi?

Ndakwirira zvangu paRusape.

Kwakanaka here uko mũri kuenda?

Aiwa, ndiri kundoona zvangu vapwere.

Ndiko mũnogara su?

Kwete, kune mukorore wangu ari kusewenza.

Zvino munouya rini?

Ndinofunga kupera kwȩmwedzi.

Kubva ini ndaya kudzika pano.

Zvakanaka, saran̩yi zvenyu.

Muri kusvika kupi?

Ah! ndiri kuenda zvangu Peniranga.

Imw̩i muri kusvika kupi?

Ndiri kusvika kwàTsaḿbe.

Muri kuenda paMisheni chaipo here?

Hongu, ndipo ndiri kuenda.

Munobva muri papi?

Ini ndinobva zvangu kwaVumbunu; ndini Mai Marata.

Ini ndinobva Tsonzo pachéchipó.

Ndini Mai Gomo.

Muri kuenda kwaTsambe kunen̩yi?

Ndinę mwana ànodzidzapo, ndiri kuenda nembatya dzake.

Imw̩i kuPeniranga kúnen̩yi?

Ndinotẹngesa masimo zvipiri zvo̩se.

Munotengesa papi?

Ndinotengesa zvangu pamusika.

Panouya vanhu vazhinji here?

Vanouya kwazvo; ndiwo musika mukuru węmuPeniranga.

Munodzoka rini?

Ndichadzoka manheru ano.

Nday̩a kudzika pano. Tichaonanazve pakudzoka.

Reading practice. A conversation between two women.

Muri kusvikepi?

Ndiri kusvika Gweru.

Imw̩i muri kusvikepiwo?

Ndíri kusvika zvangu muHarare.

Ndiani uyo mũri kufambira?

Ndiri kundoona mwana wangu.

Ko imw̩i muri kundoonaani?

Ndiri kuenda zvangu kuhanzvadzi yangu.

Mwana wenyu w̩aane nguva yàkadini ãriyo?

W̩aita makore mairi ãriyo.

Zvino mw̩akwirira papi bhazi?

Ndakwirira kuMacheke.

Ko imw̩i mw̩akwirirepi?

Ndakwirira kwaMutare.

May̩a kusvikasu pa̩mũnodzikira?

Ngen̩yi zvé?

Ndaona mw̩ay̩a kuunganidza mbatya dzenyu.

Ndiri kuti zvichigara pamwe.

Ah! muchairi w̩adaidzira.

Zvino mw̩aya kudzika here vasikana imw̩i?

Rwendo rwaguma, tozoonanazve.

Kubva saran̩yi zvakanaka shewe.

Nemw̩iwo famban̩yi zvakanaka.

UNIT 34

(Continuation of Dialogue 33)

	-chi-	(an aspectual prefix)
	-zora	to smear with liquid, anoint
	-pfekedza	to cause to put on (clothing)
	hémbě (9,10)	shirt, dress
8B	Uchímuzora mafútá nękúpfekedza hémbě.	Then rub lotion on him and put his shirt on.
9A	Ndãpedza ndinóita sényiko máǐ?	What ('how') do I do when I've finished?
10B	Áne nzara.	He's hungry.
11B	Múpe kudyá áráre zvákó.	Feed him so he will go to sleep.
	-rádzíká	to put to bed
12A	Ndinómǔrádzíká̀ pápi?	Where shall I put him down.
13B	Múradzíke pàkáǒmǎ.	Put him where it is dry.

Supplementary vocabulary. Articles of clothing.

hémbě (9,10)	shirt, dress
bhurúkwa (5,6)	pair of trousers
kabhudhura (12,6)	short trousers
tsápáto (9,10)	shoe
ngowání (9,10)	hat

Three words having to do with political matters.

huruménde (9,10)	government
mumíríri (1,2)	representative
sangano (5,6)	meeting

1. Imperative without object prefix vs. imperative with object prefix.

'Father wants this money.'
'Give this money to Father.'
'Give it to Father.'

Babá vánodá marí iyi.
Ipá marí iyi kunáBabá.
Ípe kunáBabá.

Varúmé vánodá marí iyi.
Ipá marí iyi kuvarúmé.
Ípe kuvarúmé.

Máí vánodá up̨fu uhu.
Ipá up̨fu uhu kunáMáí.
Húpe kunáMáí.

Mubiki ánodá up̨fu uhu.
Ipá up̨fu uhu kumubiki.
Húpe kumubiki.

Iyi tíi írí kupísá.
Imwá iyi tíi ìrí kupísá.
Ímwe.

Murezi ánodá mafúta aya.
Ipá mafúta aya kumurezi.
Ápe kumurezi.

Máí vánodá mafútá aya.
Ipá mafútá aya kunáMáí.
Ápe kunáMáí.

Aya masímó ákánaka.
Idyá aya masímó àkánáka.
Ádye.

Iri sadza rákánaka.
Idyá iri sadza ràkánáka.
Rídye.

What can be learned from the above data regarding the imperative forms of the verbs /-mwá/, /-dyá/, /-pá/ when they have object prefixes?

2. Negative vs. affirmative commands.

'Am I to put the book on the bed now?'
'Don't put it on the bed.'
'Put it on the table.'

Ndóísa bhúku pamubhédha heré?
Usárĭísą pamubhédha.
Ríisé patáfura.

Ndóísa hárí pachikúvá heré?
Usáĭísą pachikúvá.
Íisé patáfura.

Ndóísa bángá pachigaro heré?
Usárĭísą pachigaro.
Ríisé patáfura.

Ndóísa mwenje pasí heré?
Usáŭísą pasí.
Úisé patáfura.

Ndóísa munyú muhárí heré?
Usáŭísą muhárí.
Úisé patáfura.

Ndóísa murívọ́ muhárí heré?
Usáŭ́ísa muhárí.
Úgezé kutángá.

Ndóísa shushuṛuru muhárí heré?
Usádzĭísa muhárí.
Dzígezé kutángá.

Ndóísa tsúnga muhárí heré?
Usárĭísa muhárí.
Rígezé kutángá.

3. Subjunctives with subject prefix vs. subjunctives with object prefix.

Ẉákafánírá kuenda kuchikóro.	He has to go to school.
Ánodá bhúku ráké.	He wants his book.
Múpe bhúku ráké áénde kuchikóro.	Give him his book, [so] that he may go to school.
Takáfắnĭrắ kuvádzá̀ húní.	We must split some firewood.
Tinódà́ matémó.	We need axes.
Típe matémó tívádzẹ húní.	Give us axes so we [can] split firewood.
Vákafánírá kundochérá̀ mvúrá.	They've got to go draw water.
Vánodá zvirongó.	They need pots.
Vápe zvirongó vándochére mvúrá.	Give them pots [so] that they may go draw water.
Ẉákafánírá kurárá.	He must sleep.
Ánodá kudyá.	He needs to eat.
Múpe zvọkudya áráre.	Give him something to eat so he [can] go to sleep.

Ndakáfǎnǐrǎ kupfekedza mwaná.	I must dress the child.
Ndinóda hémbě.	I need a shirt.
Ndípe hémbě ndípfékedze mwaná.	Give me a shirt so that I can dress the child.
Takáfǎnǐrǎ kuzádzá mwenje.	We've got to fill the lamp.
Tinóda parafíni.	We need kerosene.
Típe parafíni tízádze mwenje.	Give us kerosene so may fill the lamp.

4. Imperatives with and without object prefixes. Relative forms of verbs with subject prefixes from Class 16, used as place expressions.

Rádzíká mwaná.	Put the child down to rest.
Apa pákaómá here?	Is it dry here? ('Is here dried?')
Múràdzǐkê pàkáŏmǎ.	Put him down where it is dry.
Rádzíká vaná.	Put the children down to rest.
Apa pákáchena heré?	Is it clean here?
Váràdzǐkê pàkáchéna.	Put them down in a clean place.
Isá mabhúku pasí.	Put the books down.
Apa pákáchena heré?	Is it clean here?
Áisé pasí pàkáchéna.	Put them down where it is clean.
Isá bhúku pasí.	Put the book down.
Apa pákaómá heré?	Is it dry here?
Ríisé pasí pàkáŏmǎ.	Put it down in a dry place.

5. Simple stem vs. stem with the applicative extension.

'I need a shirt.'
 'He/she will make a shirt.'
  'He/she will make a shirt for me.'
   'He/she will make shirts for all of us.'

Ndinóda hémbĕ.
 Áchásona hémbĕ.
  Áchandísónera hémbĕ.
   Áchatísonera hémbĕ tǫsé.

Ndinóda bhurúkwa.
 Áchásona bhurúkwa.
  Áchandísónera bhurúkwa.
   Áchatísónera mabhurúkwa tǫsé.

Ndinóda kabhudhura.
 Áchásona kabhudhura.
  Áchandísónera kabhudhura.
   Áchatísónera makabhudhura tǫsé.

Ndinóda ngowání.
 Áchaténga ngowání.
  Áchanditéngérá ngowání.
   Áchatíténgérá ngowání tǫsé.

Ndinóda tsápáto.
 Áchaténgá` tsápáto.
  Áchandíténgéra tsápáto.
   Áchatíténgéra tsápáto tǫsé.

Reading practice.

Muri kuona mhando here ngesadza?
    Kwete handinyanyi kuona mhando.
Kune zvishoma kwazvo izvo tǐsingaoni.
    Ini ndinoda kwazvo sadza asi handizivi kubika kwacho.
Mungadą here kudzidza kubika?
    Oh! ndingadą kwazvo asi handina ànondidzidzisa.

Ndingamukoką kwazvo kuti muzouye kumusangano wemadzimai.

Tinopinda masikati zvipiri zvǫse.

Dai mungauyą tingamudzidzisą kubika sadza redu, imw̩i muchitidzidzisewo kubika renyu.

Mw̩ay̩ane nguva yàkadini muno muHarare?

Tinę mwedzi mitatu chete.

Mw̩akabva kupi?

Takabva kuAmerika.

Zvino munoiten̩yi muno?

Murume wangu wakaunzwa nge̩Huruménde kuva mumíríri weAmerika.

Munofunga munoita makore mangani?

Hatisati tãnatsa kuziva asi zvimwe Hurumende ichatiti makore matatu.

Ah! ndinokuda kwazvo. Ino inyika yakanaka kwazvo.

Imw̩i munoiten̩yi muno?

Murume wangu anochaira mabhazi ànoenda kwaMtoko.

Ane nguva yakadini achichaira?

Oh! agara kwazvo.

Munogara ngekupi?

Isu tinogara kuHighfields.

Tafara kuonana nǫkuzivana.

Ivan̩yi nǫkugara kwàkanaka.

UNIT 35

BASIC DIALOGUE

	-tízá	to run
1B	Unaóná vaná vasátízétíze.	You must see [to it] that the children don't run around.
2A	Ndinóváíta séŋyi?	What ('how') shall I do [with] them?
3B	Dzídzísá kuti vátámbe zvakánáka.	Teach [them] [so] that they play nicely.
	chiro (7,8)	thing (=/chinhu/)
	-chengeta	to care for, look after
	-chengetesa	to care for, look after assiduously
	kanwa (5,6)	mouth
4B	Chengétésá kuti vasáíse zviro mukanwa.	Be very careful that they don't put things in their mouths.
5B	Bvisá vaná mumadhaka.	Take the children out of the mud.
	-svipa	to get dirty
6B	Mbatyá dzinosvipa.	[Their] clothes will get dirty.
7B	Itá vasátámbą muzúvá.	Keep them from playing in the sun.
8A	Zvínóita séŋyiko máí?	What will happen?
9B	Vánopíswâ ŋgézǔvǎ.	They will be burned by the sun.

10B	Kamwaná káti kárára heŕe?	Is the baby asleep yet?
11A	Kándorárá zvishomashómá.	He's not been sleeping very well/ He's been sleeping for just a short time.
12A	Asi kánéta kwázvo.	But he's very tired.

Supplementary vocabulary. Some things that children should not do.

Mwana ari kuchemen̩yi?

    Handizivi kwete icho ări kuchemera.

Múoné, árí kuchema zvizhinji.

    W̩ápíndirwa nedombo mumhino.

Úyá nayé ndímúoné pánó.

    Rírí kuramba, kubvá toita sen̩yi?

    'It's stuck. Now what do we do?'

    Ngatiende naye kwachiremba.

Mwana w̩aita sen̩yi zvé?

    W̩apiswa nezuva ãri kutamba kunze.

Ah! Ndakakuudzira kuti usarege achitamba kune zuva.

    Anoramba achitiza kubuda kunze.

    Zvínónetsa kumúchéngeta mumbá.

-údzírá	to tell
kunzé	outside
-chémá	to cry
chiremba (1)	doctor
vanáchirembá (2)	
mhino (9,10)	nose

1. Practice with the diminutive classes 12 (/ka/) and 13 (/tu/). The enclitic /--su/.

'We have a small child.'

 'So you have a small child, have you?'

  'How many small children do you have?'

Tinǫ́ mwaná mudį́kį.

 Muną́ kamwaná kadį́kįsu?!

  Munǫ́ tuvaná tunganí?

Takátĕngă imbá dį́kį.
Mw̩akátĕngă kaimbá (kambá) kadį́kįsu?!
Mw̩akátĕngă tudzimbá (tuimbá, tumbá) tunganí?

Tiné imbwá dį́kį.
Muné kaimbwá (kambwá) kadį́kįsu?!
Muné tuimbwá (tumbwá) tungani?

Tinórima munda mudį́kį.
Munórima kamunda kadį́kįsu?!
Munórima tuminda tunganí?

Takátĕnga démó dį́kį.
Mw̩akátĕngă katémó(kadémó)kadį́kįsu?!
Mw̩akátĕngă tumatémó(tutémó)tungani?!

Takáŭnză bángá dį́kį.
Mw̩akáŭnza kapángá (kabángá) kadį́kįsu?!
Mw̩akáŭnza tumapángá (tupángá, tubángá) tunganí?

Imbá yédú íno musų́wo mudį́kį.
Imbá yényú ína̩ kamusų́wo kadį́kįsu?!
Imbá yényú íno tumisų́wo tunganí?

Imbá yédú íne fáfitera dį́kį.
Imbá yényú íną kafífitera kadį́kįsu?!
Imbá yényú ínǫ tumafáfitera tunganí?

Patyo pédú pánǫ rwizí rudį́kį.
Pány karwizí kadį́kįsu?!
Pánǫ tundwizí tunganí?

Takátĕnga húkú díki.
 Mẉakátĕngă kakúkú (kahúkú) kadíkisu?!
  Mẉakátĕngă tuhúkú (tukúkú) tungani?

Takázădză mwenje mudíki.
 Mẉakázădză kamwenje kadíkisu?!
  Mẉakázadza tumwenje tunganí?

What happens to the usual prefix of a noun when one of the diminutive prefixes /-ka-/ (sg.) or /-tu-/ (pl.) is added to it?

The enclitic /--su/ expresses mild surprise, and sometimes also dissatisfaction. What are its tonal characteristics?

2. Use of /chi-/ as an initial prefix with imperative forms. [The student should write the translations in the blanks, and then use them as cues for producing the Shona sentences.

Ndapédzá kugeza mwana mai. ____________________
 Chímupúkuta áóme. ____________________
Ndapédzá kumúpúkuta. ____________________
 Chímuzórá mafútá. ____________________
Ndapédzá kubika sadza. ____________________
 Chíbura tídye. ____________________
Ndípewózve bhúku rákó. ____________________
 Chímbomíra ndímbopédza. ____________________
 (ndimboti ndápédza). ____________________
Ndítemeréwo mugóti. ____________________
 Chímbomíra ndítóre démó ____________________
 rángu. ____________________
Ndítaúríre nyayá yánezúro. ____________________
 Chímbogara pasí ndíkútaúríre. ____________________

3. Use of /-natsa/ 'to do well, thoroughly.'
'The child is tending the cattle.'
 'He'd better do a good job of it!'

Mwaná árí kuchengeta mombe.
 Ngáánátse kuchengetesa!
 (Ngáánátsochengetesa!)

Vasíkaná várí kudirira muríwó.
 Ngávánátse kudiririsa!
 (Ngávánátsodiririsa!)

Mái várí kugadzira mumbá.
 Ngávánátse kugadzirisa!

Vakómaná várí kufúndírá,
 Ngávánátse kufúndírísa!

Vaímbí várí kuímbá.
Ngávánátse kuímbá!

Varimi várí kufusira chibarwé.
Ngávánátse kufusirisa!

Notice the pairs of synonymous forms, one of which is a contraction of the other:

Ngaanatse kuimba.
Ngaanatsoimba.

Anonatsa kuchengetesa.
Anonatsochengetesa.

Write here a statement summarizing the differences in form between the contracted and uncontracted variants.

4. Review of concords.

Imbwá dzángu mbirí dzírí`kúpi?	Where are my two dogs?
Imbwá dzángu nhemá dzírí`kúpi?	Where are my black dogs?
Bhurúkwa rángu demá rírí`kúpi?	Where are my black trousers?
Bhurúkwa rángu itsvá rírí`kúpi?	Where are my new trousers?
Bhurúkwa rángu bamhí rirí`kúpi?	______________________?
Bhurúkwa rángu deté rirí`kúpi?	______________________?
Bhurúkwa rángu refú rirí`kúpi?	______________________?
Bhurúkwa rángu pfúpi rirí`kupi?	______________________?
Mugóti wángu mupfúpi úrí`kúpi?	______________________?
Mugóti wángu murefú úrí`kúpi?	______________________?
Mugóti wángu mutsvá úrí`kúpi?	______________________?
Mugóti wángu muchená úrí` kúpi?	______________________?
Mugóti wángu mutetè úrí` kúpi?	______________________?
Mugóti wángu mupamhí úrí`kúpi?	______________________?
Zvigaro zvédú zvipamhí zvírí`kúpi?	______________________?
Zvigaro zvédú zvina zvírí`kúpi?	______________________?
Zvigaro zvédú zvitemá zvírí`kúpi?	______________________?

Zvigaro zvédú zvitemá zvíri kupi?	______________________?
Mbúdzí dzedu nhema dziri kupi?	______________________?
Bhúku redu dema ríri kupi?	______________________?
Tsápáto dzedu nhema dziri kupi?	______________________?
Chirongó chedu chitema chiri kupi?	______________________?
Chirongó chedù chikuru chiri kupi?	______________________?
Bángá redu guru riri kupi?	______________________?
Tsono yedu huru iri kupi?	______________________?

Makábichi edu makuru ari kuti? ____________________?
Murívó wedu mukuru uri kuti? ____________________?

Mwenje yedu mikuru iri kuti? ____________________?
Mwenje yedu midi̧ki̧ iri kuti? ____________________?
Ẓvidhína zvedu zvidi̧ki̧ zviri kuti? ____________________?
Húkú dzedu di̧ki̧ dziri kuti? ____________________?
Démó redu di̧ki̧ riri kuti? ____________________?
Démó redu iḑz̧va riri kuti? ____________________?
Mbatyá dzédu iţşva dziri kuti? ____________________?
Sakí redu iḑz̧va riri kuti? ____________________?
Ndíró yedu iţşva iri kuti? ____________________?
Tsíme redu iḑz̧va riri kuti? ____________________?
Mudhudhudhu wedu muţşva uri kuti? ____________________?

Practice conversations.

____________________	Áneṇyí mukanwa?
____________________	Handizivi. Ndichaona.
____________________	Áną katombó.
Don't let him do it again!	Usárége achíítazvé(ba).
____________________	Ndicháédza, así zvínónetsa.

____

____________________	Ah! Vana vari kutamba mumataka.
____________________	Mbatyá dzásvípa here?
____________________	Hongu. Dzásvípa kwázvo.
____________________	Vápinzé mumbá nǫkúágézesa.
____________________	Ndópfékedza mbatyá dzàkáchéna heré?

____

________________	Mwana ari kuchemeren̩yi?
________________	Áʋáne nzara.
________________	Haúna kumúpá kudyá heré?
________________	Ndamúpǎ kudyá así haáná kumbodyá nechínhu.
________________	

UNIT 36

BASIC DIALOGUE

	-chísá	to iron (clothing)
1A	Ndinódă̂ musíkaná àngándĭbátsírȩ kubika nêkŭchísá.	I need a girl to help me cook and iron.
2B	Pánȩ uyo ndã̆kaóna kuchitóro nezúro.	There is the one I saw in the store yesterday.
3B	Íye w̩ákángȩ ãri kutsvaka basa.	She was looking for work.
4A	Wakátáura náye heré?	Did you talk with her?
5B	Kwéte. Handíná kutaura náye.	No. I didn't talk with her.
6B	Ndákángȩ ndĭsatí ndãziva kuti mw̩aídă̂ musíkaná.	I didn't know (yet) that you wanted a girl.
7A	Ndingámŭóná heré manherú áno?	Can I see her this evening?
8B	Ndingámŭdáídzȩ́ kuti muchídă kumúóná.	I can call her if you want to see her.

Translate the following conversation, between two guests who have arrived for an all-day wedding celebration.

Mw̩asvíka ríni pánó?

Ndasvíka mangwánaní áno.

Ndangá ndichífúnga kuti ndanónoka kusvika.

Neníwo ndangá ndichífúnga kudáro.

Haúfungí heré kuti zvírí kunonoka?

Hongu, vánga vãkafanira kuvamba chinhambwe chàpfúúrá.

Ndíaní musándíri ànóvachátisa?

Handízíví zvakánáka, así ndinófunga váGómo vànóchátisa nh̩ási.

Ko, vaímbí várí kubvá kúpi?

Ndakádā̈ kun̩zwá kuti várí kubvá kwáMréwa.

Oh! kwáMréwa, ticháya nǫ̂kŭímbá kwàkánáka.

Vánóimba zvakánáka kwázvo.

Uné chipó chàkádiní?

Ndaúya nêmăbhíkiri.

Iwé waúyá̀ nén̩yi sêchĭpô chákó?

Ndaúyá̀ nêmăchírá êpătáfura.

Áchafárá̀ kwázvo ng̩eízvi zvipó.

Ndinódáírá kudáro.

Páną vanhu vàkáwánda kwázvo.

Vazhínjí váchí kundosvika./ Váchĭ̈rí kundosvika.

-pfúúrá	to pass by
chinhambwe chàpfuura	a while ago
chipó (7,8)	gift
bhíkiri (5,6)	cup
-dáírá	to answer, to believe

ndangá ndichífúnga...	I thought, I was thinking....
ndakádā̈ kun̩zwá...	it seems to me I heard...
-úyá na-	to bring ('to come with')
váchĭ̈rí ku-	they are still_____ing

Note still another prefix of the form /-chi-/, this one used to indicate that an action is still going on. It may be used with the stem /-ri/, as in /vachiri kundosvika/, or without /-ri/, but still with the infinitive prefix /ku-/ as in /vachi kundosvika/, which means the same thing.

Note also the use of the aspectual prefix /-ndo-/, which has been met previously with the meaning 'go and' (Unit 6 Note 2). Here, and in many other cases, /-ndo-/ is better translated 'still'. It thus partially overlaps in meaning the use of /-chi-/ that was discussed on the previous page.

An exceedingly important construction is illustrated in:

	Ẉákángȩ ãri kutsvaka basa.	She was looking for work.
cf.	Árí kutsvaka basa.	She is looking for work.
and:	Ẉákátsvaka basa.	She looked for work.
	Ndakángȩ ndĩsati ndãziva....	I didn't know...('I hadn't known...')
cf.	Handísatí ndãziva...	I don't yet know...('I haven't yet known...')
and:	Ndákazívá...	I knew...
	Ndangá ndichífúnga kudárò.	I thought so (today).
cf.	Ndinófunga kudárò.	I think so.

The special stem /-nga/ (or /-nge/) takes any of the prefixes that are found with ordinary verb stems, except for object prefixes. The *tense* of the /-nga/ form fixes the general time of the whole verb phrase. The verb that follows /-nga/ is always in one of the participial forms, either the type that is characterized by /-chi-/ (as in the last of the above examples) or the type that is characterized by a special tonal pattern (as in the other examples given at the beginning of this note). The *tense* of the verb that follows /-nga/ sets the action of the verb *with relation to* the general time that was established by the *tense* of the /-nga/ form. Thus, if on Tuesday we said:

Vásvíka.	They have arrived.

then on Wednesday, talking about the same arrival, we would say:

Vákángę vãsvika. They had arrived.

and on Monday we might have said:

Vánózongą vãsvika. They will have arrived.

1. Single verb vs. verb constructions with /-nga/.

	'Have they begun to eat?'	'When we arrived, they had already begun to eat.'
kuvamba kudyá	Vávámba kudyá heré?	Izvo tãsvika, vángą vãtóvambá kudyá.
kupédzá kudyá	Vápĕdză kudyá heré?	Izvo tãsvika, vángą vãtopedza kudyá.
kuenda kumuchato	Váénda kumuchato heré?	Izvo tãsvika, văngą vãtoenda kumuchato.
kuwaridza mibhedha	Váwáridza mibhédha heré?	Izvo tãsvika, vángą vãtowaridza mibhédha.
kubura sadza	Vábúra sadza heré?	Izvo tãsvika, vángą vãtobura sadza.
kugara pasí	Vágara pasí heré?	Izvo tãsviką́, vángą vãtogara pasí.
kubúdá mumbá	Vábŭdă mumbá heré?	Izvo tãsvika, vángą vãtobúda mumbá.
kuténgésá` húkú	Vátĕngĕsă` húkú heré?	Izvo tãsvika, vángą vãtoténgésá` húkú.

2. Verb phrases with /-ngą/, with the /-ngą/ form in the relative mood.

'I saw the person who had been ploughing.'	'Who had been ploughing?'
Ndakáŏnă munhu w̩àkángę ãri kurima.	Ndíaní w̩àkángę ãri kurima?
Ndadán̩zwă munhu w̩àkángę ãri kutaura.	Ndíaní w̩àkángę ãri kutaura?
Ndan̩zwá munhu àrí kutaura.	Ndíaní w̩àngą́ ãri kutaura?
Ndabátsírá munhu àrí kurima.	Ndíaní w̩àngą́ ãri kurima?
Íye ánŏzŏngą ãneta.	Ndíaní ànózóngą ãneta?
Íye ánǫngą ãkafanira kutíbátsírá.	Ndíaní anǫ́ngą ãkafanira kutíbátsírá?

3. Verb phrases in which the /-ngą/ form has the prefix /-no-/ [or, depending on dialect, /-ne-/].

'The children's clothes aren't dirty yet.'	'But they will be ('will have gotten') dirty [by] this evening.'
Mbatyá dzȩ̂vănâ hadzísatí dzãsvipa.	Así dzínǫ́ngą dzãsvipa manherú.
Handísatí ndãnetá.	Así unǫ́ngą wãneta manherú.
Idzi mbatyá hadzíná kuómá.	Así dzínǫ́ngą dzãoma manherú.
Haúsatí wãpedza heré?	Ndinǫ́ngą ndãpédza manherú.
Parafíni haísatí yãpera.	Así ínǫ́ngą yãpera manherú.

4. The 'persistive' use of /-chi-/. [The student should complete the English translations, and then use them as cues for giving the Shona sentences.

Vaná vábŭdă heré muchikóro?	Have the children come out of the school?

Kwéte. Váchímwó. Váchī̃ri kufúndá.	No, they're still in there. They're still studying.
Muchato wáti w̃āvamba heré?	
Kwéte. Váchī̃ri kumírírá musándíri.	
Manéta w̩ápĕdzĭsă basa ráké heré?	
Kwéte. Áchī̃rí kutsváírá mumbá.	
Babá váti vā̃dzoka heré?	
Kwéte. Váchiri kumunda.	

5. /-ngą/ forms in indicative, relative, and participial moods.

W̩ákángȩ ã́síngagoní kutíbátsírá.	He wasn't able to help us.
Ndíaní w̩àkángȩ ásíngágoní kutíbátsírá?	Who wasn't able to help us?
Ng̦én̩yi ā̃kangȩ ásíngagoní kutíbátsírá?	Why wasn't he able to help us?

W̩ákángȩ ásíngazívi kuchaira.	
Ndíaní w̩àkángȩ ásíngazívi kuchaira?	
Ng̦én̩yi ā̃kangȩ ásíngazívi kuchaira?	

W̩ánga ásíngadí kuenda.	
Ndíaní w̩àngą́ ásíngadí kuenda?	
Ng̦én̩yi ā̃ngą ásíngadí kuenda?	

6. [The student should examine the following sentences carefully, describe the grammatical points which they illustrate, and practice the sentences, using cue words or phrases in English or in Shona.]

Árí kutsvaka basa heré?

Haárí kutsvaka basa.

W̩ákángȩ ãri kutsvaka basa sy̩óndo yàkápĕrǎ.

Murí kutsvaka basa heré?

Handírí kutsvaka basa.

Ndakángȩ ndīri kutsvaka basa sy̩óndo yàkápĕrǎ.

Varimi várí kurima heré?

Havárí kurima.

Vákángȩ vãri kurima sy̩óndo yàkápĕrǎ.

Murí kukanya zvidhína heré?

Hatírí kukanya zvidhína.

Takángȩ tīri kukanga zvidhína sy̩óndo yàkápĕrǎ.

Reading and conversation practice. [The student should translate the following material, converting it into the same format as that of the practice conversations on pages 29-31.

Manheru Manéta, manheru.

Ndakan̩zwa kuti waida basa.

Hongu ndaida rǫkugeza nǫkuchìsa.

Hongu, ndakambobika zvishoma.

Ungadą here kubika?

Ndingabvirȩ kufara kana mũi̩ne basa.

Munoda kuti ndivambe rini?

Ungauyȩ zvako sɣondo ìnóíyáyò Chitatu.
Ndinozongą ndichikupa ______________.
Ndinozoonazve ngebasa rako nǫkugara kwako.
Ndiri kuda kuchisa nhasi.
Ndinochisìra kupi?
Enda zvako mumupanda umo.

Uri kuchisa zvakanaka here?
Hongu ndiri kuchisa zvakanaka.
Ndingambooną izvo ũri kuchisa?
Hongu mungambooną zvenyu.

Ah! uri kubvira kuchisa zvakanaka
Ndafara kwazvo ngekuchisa kwako.
Haúóní heré kuti símbi írí kunyanya kupísá?
Handifungi kudaro.

UNIT 37

BASIC DIALOGUE. [The student should develop the following raw materials into a form which he can learn as the basic dialogue for this unit. The conversation is between a foreigner and the father of a bright boy who is just finishing secondary school.]

Ndimw̩i Baba vaJohn here?

Munofungen̩yi ngȩmwana wenyu?

Ndiri kunetseka chaizvo.

Mwana wenyu múzivi chaiye.

Ndezvo chokwadi, asi ndashaya chekuita.

Hamungaedzi here kuti apamhidzire?

Mw̩oyo unoda asi mari handinaba.

Mw̩akamboedza kumutsvagira nzvimbo here?

Ndaedza kazhinzhi, zvino ndaneta.

Mungadą here kuedza mhiri kwegungwa?

Đai zvichibvira ndaingazvidą kunyanya.

Mwaida kuti azofunde basan̩yi?

Ndaidisa basa rǫhuroya.

-netseka	to be worried,bothered,tired
(cf. -netsa	to worry,bother,tire)
(cf. -neta	to become tired)
chókwadí (7)	truth
-pàmhìdzà	to continue, repeat
mw-òyò (3,4)	heart
-tsvaga	(=/-tsvaka/)
mhìrì (9)	side (of a river, street, etc.)

gùngwà (5,6)	sea
huroya (14)	the work of being a lawyer
-bvira	to be possible
mhiri kwegúngwa	overseas

Note the position of the infinitive /kunyanya/. This same verb was met in Unit 9, followed by the infinitive of another verb. Here, with what is apparently the same meaning, it is the infinitive of /-nyanya/ that stands last, and an inflected form of another verb that precedes it.

Note also the construction with /dáì/:

Dàí zvichíbvíra ndàíngazvídą́.	If it were possible, I'd like it.

compare also:

Dái uchídǟ kufúndá waífúndírą́ mabhúku. Dái wáíngadą́ kufúndá wáíngafúndírą́ mabhúku.	If you want/wanted to study, you'd study books.

1. Review of concords. [The student should devise his own cues, either in English or in Shona, and practice giving these sentences in response to those cues.]

Vatúngámíri várí mumbạ́.
 Mumbá ípí?
  Mumbá iyo.

Ndakúónérá nzvimbo.
 Nzvimbo ípí?
  Nzvimbo iyo.

Wakáfănĭră kupeta chibháró.
 Chibháró chípí?
  Chibháró cheɱómbe.

Iri basa rínondínétsa.
 Basa rípí?
  Basa rȩ̂kŭnyórá.

2. The conditional construction with /dáì/. [As in Exercise 1, above, the student should practice these sets of sentences, using cues of his own devising.]

Nditsvakirewo basa.
Handirioniba.
Dai uchiriona ndaizofarą.

Ndienderewo kudhibi nhasi.
Handina nguva.
Dai uchida ndaizoenda sy̩ondo ìnouya.

Ndipewo mbeu yenzungu.
Handichina; yakapera.
Dai ndichinayo ndaikupa.

Titengeserewo nyama nh̩asi.
Yapera mangwanani ano.
Dai ichimw̩o ndaifara kumutengesera.

Ndítèngèrén̩yiwó sípo kuchitóro.
Handíendí kuchitóro nh̩asi.
Dái ndáìngáénda kuchitóro, ndaíngakúténgérá.

Ndítaúríre zítá ráké.
Handírizívi.
Dái ndáirízíva, ndaíkútáurira.

Ndípewó marí.
Handíná marí.
Dái ndíináyo ndaíkŭpá.

3. Relationship between verb and abstract noun of Class 14.

'The wives are learning to cook.'

'Oh, so they're studying cookery are they?'

Vadzimáí vánofúndá kubika.

Vánofúndá ubikisú?!

Majahá ánòfúndá kuchaira.

Vánofúndá uchairisú?!

Vakómaná vánofúndá kuweza.

Vanófundá uwezisú?!

Varimi vánofúndá kurima.

Vánofúndá urimisú?!

Vasíkaná vánofúndá kurera vaná.

Vanofunda ureri kwâ̧vǎnâsú?!

4. The prefix /nge-/ (or, depending on dialect, /nde-/)before a syllable that contains the linking prefix.

Vaimbi vane bhúku.

Bhuku nḑéraaní?

Nḑęrąváímbí.

Hánzvádzi yángu íne húkú.

Huku nḑedzaani?

Nḑédzehánzvádzi yángu.

Babá váne démó.

Démó nḑéraaní?

Nḑérababá.

Máí váne tutsono.

Tutsono nḑétwaaní?

Nḑétwamáí.

5. The prefix /ch-/ (Cl. 7) plus linking prefix, plus the infinitive of a verb.

'What shall·I do now?'

'I lack something to do.'

Ndóíten̩yí?	Ndóyŏra ngényi?
Ndasháya chǫkúita.	Ndasháya chǫ̂kŭnyórésa nácho (ndícho).
Ndógéza ngén̩yi?	Ndíaní àchándĭbátsírá?
Ndasháya chǫkúgezesa nácho (ndícho).	Ndasháya ànóndĭbátsírá.
Ndóénda n(a)aní?	
Ndasháya wǫkúénda náye.	

6. The prefix /kà-/ in expressions of frequency.

'How many times a week do you go to the store?'

'We go three times.'

Pavhíki munóenda kanganí kuchitóro?

Tinóenda katatú.

Pavhíki munóenda kanganí kuchéchi?

Tinóenda kay̩irí.

Pavhíki munóenda kanganí kudhíbhi?

Tinóenda kámwé.

Pamwedzí munóenda kanganí kudhoróbฺa?

Tinóenda kagúmí.

Materials for additional practice.

Urí kufúndá zvakánáka here?

Húnde ndịrí kufúndá zvakánáka kwázvo.

Mufúndísi wákó ndíaní?

Mufúndísi wángu ndíváDombó.

Oh! Dombó, unǫ́ mufúndísi wakánáka kwázvo.

Ndinófunga ucháva nǫ̂kŭfúndá kwàkánáka.
Munósona kanganí pasɣóndo?
Tinosona kaɣirí pasɣóndo: Musumbunuko nêChĭshánŭ.
Amwe mazúvá munóiteŋyí?
Chipirí tinóenda kundogeza, Chitatú kundochísá.
China tinóenda kumunda wêmŭrívó.

Urí kufárá heré kuvá pánó?
Ndirí kufárá kwázvo. Así dzimwe ngúvá ndinófunga vabereki vángu.
Urí mumbá ípí?
Ndakáíswa mumbá yáKháma.
Mutúngámíri wényú ndíaní?
Tiné vatúngámíri vairí, mukóma Ríngísái naTambúdzáí.

UNIT 38

DIALOGUE MATERIAL. [The student should use his own initiative in deciding how to study the short dialogues given below. The goal is to incorporate into his own repertoire the words and the grammatical constructions which they contain.]

Ndanyórá tsamba dzǫkúmushá.	I've written a letter (of to) home.
chitámbi (7,8)	stamp
Zvitámbi ndingázvĭóną́` pápĭ?	Where can I get stamps?
Izvo mw̦ãti murí kuenda kudhoróbha.	As you said, you are going to town.
rùtìvì (11,6)	side
Post Office írí murùtìvì mw̦eMain Street.	The post office is on Main Street.
Ndíaní àrí kuenda kuRailway Station?	Who is going to the Railway Station?
Tom w̦ákámbóti manheru ndirí kuenda.	Tom mentioned last night that he was going.
-bvunza	to ask
mudzíyó (3,4)	furniture, household goods, utensils
Ángandíbvúnzírąwó heré midzíyó yángu?	Can you ask [for] my things for me?
zvíyą́ ~zvíyą̀	by the way
Zvíyá nzira yácho írí pápĭ?	By the way, which (where) is the way to (of) it?

Írí panhasí pámuDzvítí.	It is below the Native Commissioner['s].
panhasí (16)	below
Írí panhasí zvishoma péBank.	It's a little below the bank.
Munazobvunza mukangȩ mwãsvika.	You'll have to ask when you (have) arrive(d).
Ndípo pànótúmírwá tsamba heré?	Is that where letters are sent?
-chímbídzá	to hurry
Hóngu. !Chímbídzáí, váy̩á kupfígá.	Yes. Hurry, they're closing.

-terera	to pay tax; to obey, submit
Ndinódã kundotèrera mótokari yangu.	I want to go pay the tax my car.
Zvíyá ndípo tĩnopinda muMain Street?	Oh, is that where we enter Main Street?
Ah! Mw̩atáura.	Right! (You have spoken)
Zvákanángísána neCecil Hotel.	It faces the Cecil Hotel.
Kuti ndikasaenda sóndo ríno haíngafámbĭ.	If I don't go this week, [the car] can't go [on the roads].

Ndafúnga kumboenda kuHaráre.	I thought I'd go over to Salisbury.
Kúnen̩yíko nh̩ási?	What is [going on] today.
Musangano úyazvé wàkátáurwa.	That meeting that was spoken about.
-kánganwá	to forget
Hóngu! Ndangá ndãkanganwa.	Oh yes! I'd forgotten.

Únóitirwepí zvíya?	Where will it be held, by the way.
Únózóngą ũri paChristian Centre.	It will be at the Christian Centre.
Kubva tózon̩zwá mw̩ãuya.	Then we'll hear [about it] when you come [back].
Así handípăzívĭ.	But I don't know the place.

Ndicháénda Péniranga.	I'm going to go to Penhalonga.
Kúnen̩yíko zvíya?	What's going on?
Ndinódâ kùmbòndòténgésá.	I want to go and do a little selling.
Hóngu, mbatáta dzíya heré?	Oh, yes [to sell] those potatoes?
Ndakádzĭchéra nezúro.	I dug them yesterday.
Ndinódáírá dzínǫ muténgó wàkánáka.	I hope they bring (have) a good price.
Zvíyá vánoténgá heré muzvitóro?	By the way, do they sell them in the stores?
Zvishoma, así pamusika.	Not much, but [they do] at the market.

Máí vápĭsă`hémbé yávó.	Mother burned her dress.
Ípi yácho?	which one?
Yavo nhemá íya.	That black one.
Simbí haíri kusándá zvàkánáka.	The iron isn't working right.
Dáídzáí mugadzirisi.	Call the repairman.

gògògò	(said in lieu of knocking, to seek admittance to a house or room)
Gógógoyí MáíJongwé.	May I come in, Mrs. Jongwe?
Pindáí`zvényú.	Come in!
kwaiwai/kwaziwai	(a greeting)
Kwáíwáízve shéwe!	Hello!
Ndaúwe!	(Courteous expression used by women)
shúmba (9,10)	lion
Nyamazvé shéwe shúmba!	(Courteous greeting reflecting the fact that the greeter is a woman and that the totemic affiliation of the person greeted is the lion.)
humbá (9,10)	bush pig
Nyama shéwe humbá!	(Same, except that the totemic animal of the person greeted is the pig.)
-rwárá	to be ill
Muchídiní kurwárá?	How are you feeling now? (How are you now doing to be ill?)
Áiwá, zvírínáne chaízvo.	Oh, it's much better.

Várără sén̩yi MáíMutí?	How is Mrs. Muti? (How did Mrs. Muti sleep?)
Áiwáwo nh̩ási vámbóti ráren̩yí.	Oh, last night she slept a little better.
-sìmbà	to become strong
Así havásatí vãsimbá.	But she's not stong yet.
Ndicháŭyă kuzovááóná.	I'll come to see her.

The dialogues for this unit illustrate several grammatical situations in which the element /zv-/ is used without reference to any antecedent noun in Class 8. These uses of /zv-/ may be loosely described as 'adverbial'.

(a)	panhasí	below
	panhasí zvishoma	a little below
(b)	kusándá zvàkanaka	to work well
(c)	zvíyá ~zvíyà	by the way
cf.	zvitámbi zvíyà	those stamps [that we both know about]
	chitámbi chíya	that stamp
(d)	Pìndáí̀ zvényú.	Come in.

The demonstrative stem /~ya/ is illustrated several times in the dialogues for this unit.

musangano úya	that meeting (that we were talking about, or that we both know about)
mbatáta dzíya	those potatoes (that we both know about)
nhemá íya	that black one (that you've seen)

Although this is called a 'demonstrative' stem, it has nothing to do with distance or direction, but implies that the identity of the person or thing referred to is common knowledge of both speaker and hearer.

Some furthur examples of the use of /~ya/ are:

Mukómaná úya wǫmw̩ákaóna w̩ákaúyá.

'That boy that you saw came.'

Bhúku ríya rȩwã́katénga rákarásíka.

'That book that you bought got lost.'

Chitámbi chíya chąnézúro ndakáchĭóná.

'That stamp (of) [that we were looking for]
yesterday, I've found it.'

This stem together with the prefix /zvi-/ produces a word which occurs several times in these dialogues. It has the expected tonal pattern /zvíyà/ except when it precedes the main part of the sentence, in which instances it is /zvíyá/.

One of the dialogues for this unit contains a new kind of verb form:

vátì rárèn̩yí	she slept

the word /ráre/ is called the 'ideophonic' form of the verb whose stem is /-rárá/. In the example cited above, the courteous element /-n̩yi/ has been added to it.

The ideophonic form of a verb seems always to occur after either the infinitive or some other form of the special verb /-ti/. It is formed with /-e/ as the final vowel. The tonal pattern has basic tone on the first syllable (i.e. high for high verbs, low for low verbs), and (at least in some varieties of Shona) with alternating high and low tones on the remaining syllables:

High verbs:	kùrárá	rárè
	kùchísísá	chísìsé
Low verbs:	kùswèrà	swèré
	kùpùkùtà	pùkútè

In Unit 24, the tense with the non-initial prefix /-chi-/ was introduced. This tense is said to be 'dependent' because a verb in this tense cannot be the only verb in a sentence. It was called 'participial' because in many of its uses it is comparable to the tonally-derived participial forms.

There is another dependent tense in Shona, illustrated in:

...mùkàngȩ̀ mwãsvika.	...when/if you (have) arrive(d).

and the corresponding negative in:

Ndìkàsàèndà...	If I don't go.......

The characteristic prefix for this tense is /-ka-/, which of course has the same consonant and the same vowel as the prefix for the hesternal tense (Unit 6, Note 1). The two tenses differ, however, in that:

(1) the subject prefix syllable does not contain the vowel /-a-/:

	ndi̲kaenda	if I go
but:	nda̲káénda	I went (before today)

(2) the tones of /-ka-/, and of the subject prefix are low, regardless of the person of the subject:

vàkàenda	if they go
vákáenda	they went (before today)

The tone of an object prefix in this tense is high, and the verb stem itself has its basic tone.

1. Use of concordial prefixes with the stem /~yà/.

	'Have you seen that boy (that we were talking about)?'
mukómaná	Waóná mukómaná úya heré?
vaímbí	Waóná vaimbi váya heré?
mushongá	Waóná mushonga úya heré?
mití	Waóná miti iya heré?
jírá	Waóná jira riya heré?

maţaka	Waóná maţaka áya heré?
chitámbi	Waóná chitambi chiya heré?
zvipó	Waóná zvipo zviya heré?
hémbé	Waóná hembe iya heré?
tsápáto	Waóná tsapato dziya heré?
rwizí	Waóná rwizi rúya heré?
kabhudhura	Waóná kabhudhura káya heré?
tukúkú	Waóná tukuku túya heré?
uswá	Waóná uswa húya heré?
chirembá	Waóná chiremba úya heré?

2. Sentences that contain the ideophonic forms of some verbs.

Vámbóti ráren̩yí.	She's a little better [than yesterday].
Vámbóti sweré̩n̩yi zvávó.	They're a little better this afternoon [than in the morning].
Ndambóti garén̩yiwó.	I've done a little more sitting [than before].
Vámbóti rimérimé kupinda nezúro.	They've done a little more plowing than yesterday.

Musíkaná haáná kupukuta zvakánáka.
Ngááti pukúte zvishoma.
Musíkaná haáná kuchísá zvakánáka.
Ngááti chísisé zvishoma.
Vasíkaná haváná kuchenesa mbatyá.
Ngáváti chenésése zvishoma.
Vakómaná haváná kuchengeta m̧ombe.
Ngáváti chengétése zvishoma.

Vasíkaná haváná kutsváírá zvakánáka.
    Ngáváti tsváírisé zvishoma.
Babá haváná kugadzira dangá zvakánáka.
    Ngáváti gadzíríse zvakánáka.

3. The dependent tense with /-kà-/.

'Maybe he will go.'
    'If he goes, I can go also.'
    'If he doesn't go, I can't go either.'
Zvimwe ácháenda.
    Akaenda ndingáéndąwó.
    Akasaenda handíngáendíwo.

Zvimwe áchafárá.
    Akafárá ndingáfárąwó.
    Akasafárá handingafáriwó.

Zvimwe áchadáídzwá.
    Akadáídzwá ndingádaidzwąwó.
    Akasadáídzwá handíngadáidzwíwo.

Zvimwe áchadáro.
    Akadáro ndingádarówo.
    Akasadáro handíngadárowó.

4. Further examples of the dependent tense with /-kà-/.

Ukamúóná unamúdáídzá.	If you see him, (you must) call him.

Chikóro chikangȩ chãpera ndicháǔyǎ.	When school is out, I will come.
Mukamútáurira ánon̩zwá.	It you talk to him, he listens/ understands.
Ndikangȩ ndãgona ndinózǒenda.	If I can, I'll go.
Akabvuma ndinómǔtúmá.	If he agrees, I will send him.
Zvikadá, ndicháénda kwáMréwa.	If (it is) possible, I will go to Mrewa.

5. The dependent tense with /-kà̄-/ vs. the /-cha-/ tense of the same verb.

'She'll agree to cook sadza.'

'If she refuses, I'll report her to Mother.'

Achábvúma kubika sadza.

Akaramba ndichámǔtáurira kunáMáí.

Áchavákát imbá yédú.

Akavákát, tichámǔpá marí.

Áchápukuta ndíró.

Akapédzá áchatámbá.

Áchaúngánídza m̩ombe.

Akangȩ ãpédza áchadzíúnzá kudangá.

6. The dependent /-kà-/ tense in verb phrases with /-ngą/.

'School isn't over yet.'
'When it is over, I'll come.'

Chikóro hachísatí chãpera.
Chikangę chãpera ndicháŭyă.

Babá havásatí vãdzoka kudare.
Vakangę vãdzoka ndichákŭtáurira.

Hárí haísatí yãzara.
Ikangę yãzara ndichárége.

Kunzé hakúsatí kwáchena. The rain hasn't cleared up.
Kukangę kwãchena, Baba váchéenda kujana.

Ngúvá haísatí yãkwana.
Ikangę yãkwana, tichápfĭgă.

UNIT 39

[The basic material for this unit consists of an assortment of short texts, some in dialogue form, some in the form of monologues, and some in the form of miscellaneous useful sentences. As in Unit 38, the student should use his own initiative in deciding how to study them. As always, the goal is to make the words and the grammatical constructions his own, so that he can draw on them when he listens to Shona, speaks it, or reads it.]

zienzá (21) maenzá (6)	rainy season
Zienzá rínónaya Maenzá ánónaya mvúrá kwázvo.	[In] zienza it rains hard.
Ndwizí dzínozárá`kwázvo.	The rivers are very full.
Makombá ánǒvamba.	Gullies get started.
Varimi vánodyárá`mbésa.	The farmers plant crops.
H̩uswá húnokúrá.	The grass grows.
chipfúyó	livestock
-kòrà	to become fat
Zvipfúyó zvinokora.	Livestock gets fat.
zánhí (5,6)	leaf
Mití yǫ́sé inoita mazánhí matsvá.	All the trees put out new leaves.
Zvikóro zvǫ́sé zvínopfígwá.	All the schools are closed.

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chirimo	hot season, spring [NB seasons in Mashonaland are not directly comparable to seasons in the northern hemisphere]
Chirimo kúnopísá`kwázvo.	[In] chirimo it is very hot.
Pasí pánǫ́ngą pãy̩a kupísá.	The earth is now hot.

-tùmbùkà	to burst out, to flower
Uswá húnótumbuka.	The grass blooms.
hángá (9,10)	guinea fowl
-kàndà	to lay eggs
Hángá nedzímwe shiri dzínókanda.	Guinea fowl and other birds lay eggs.
marindá (6)	protection [of fields from wild animals]
Ndíyo ngúvá yȩmárindá.	This is the time for protecting [the fields from baboons].
Zúvá rínǫngą rísín̩gachapísi.	The sun is no longer hot.
hosha (9,10)	disease
rumhungwe (11)	malaria, blackwater fever
Kúnóita hòshà yǫrúmhungwe.	There is malaria.
Mití nǫ̂h̩ŭswâ zvínoómá.	Trees and grass wither.
-dzíyá	to have, or cause to have, a temperature above normal
Tinópfĕkă zvìnódzĭyă.	We put on warm [clothing].
chirimwá (7,8)	that which has been cultivated
Vanhu vánoténgésá zvirimwá.	People sell what they have grown ([things] cultivated).

matsútsó (6)	season when crops are about to ripen
Mumatsútsó tinódyă̌ zvitsvá.	In matsutso we eat fresh [things].
Mbésa dzǫ́sé dzínóibva.	All crops ripen.
chando (7)	cold; the cold season
-tónhórá	to be cold
Chando chínotónhórá`kwázvo.	[The season of] chando is very cold.

chipuká (7,8)	wild animal or reptile
shiri (9,10)	bird
-támá	to change residence
Zvipuká nedzímwe shiri zvínotámá.	Animals and some birds migrate.
-púpúrá	to reap
Mbésa dzínopúpúrwá.	Crops are harvested.
-tímbá	to plough for second time
Varimi vánotímbá minda yávó.	Farmers do their winter plowing.
mapitsé (6)	competition
Zvikóro zvínóita mapitsé.	Schools have competitions.

Chirimo kúnopísá`kwázo.	It's very hot in chirimo.
-sambira	to float, swim
Vaná vánosambira.	Children swim.
shizha (5,6)	leaf
Uswá nąmáshizha zvínǫngą zvãoma.	Grass and leaves wither.
Zvipfúyó zvínóshaya kudyá.	Livestock lacks food.

Yásvíka ngúvá yȩ̂mŭpfúdze.	The time for fertilizing has arrived.
Murí varimisu pánó?	So you're farmers here?!
Tirí kundoedzawó zvédú.	We do our best.
Chíņyi chìnóņyanya kudíkánwá?	What is most necessary?
Kuti uchídá kurima, óná kuti uné zvǫ̂kŭsándísá heré.	If you want to farm, be sure whether you have tools ('[things] to use').

Ndinódawó pękúrìma muriwo.	I'd like a place to raise muriwo.
Mbéú mw̩ayá nadzó heré?	Do you have any seeds?
-tutsira	to add
Ndiné shoma; ndingázótutsirą.	I have a few. I may add [some] later.
badzá(5) mapadzá(6)	hoe
Icho ndīsina íbadzá.	What I lack is a hoe.
Ivú répánó rínodísá mupfúdze.	The soil around here really needs fertilizer
zvé	in addition, besides
Zvé, rínodá mvúrá zhínjí.	Also, it needs a lot of water.

-kwáná	to suffice, be enough
Tavérenga zvàkákwăňă.	We've read enough.
Ngátíchímbóise mabhúku pasí.	Now let's put our books down for a bit.
Murí kukásíkíra mufúndísi (mudzídzísi).	You're going [too] fast, teacher.
Ngátívérengezvé pámwé.	Let's read again together.
mubvunzo (3,4)	question
Ndíaní àchí nemúbvunzo?	Who still has a question?
Tazónàtsa kun̩zwá.	We understand quite well now.
Mangwánaní shéwe.	Good morning.
Mangwánaní chirombówe.	Good morning.
hópé (9,10)	face; sleep, dream
Dzéhŏpezvé chirombówe?	How did you sleep? [Used with travelers/visitors who have come to a place]
-púmúzá	to take a rest on a journey
Áiwá, tapúmúzá.	Well, it's over with.

Mw̩arárawó zvàkádiní muviri wényú úya?	Did you get a good rest?
Áiwá, zváy̩á kubvira kuvá.	Oh, very much better.

usíkú (14)	night
Mw̩an̩zwá sén̩yi kutónhórá usíkú?	(How) did you feel the cold last night?
I! Chádzíka cho̩sé n̩hási!	Say! It [the frost?] all came down today!

Munótámátáma heré?	Do you change residence often?
Ah! Tinótámátáma kàsín̩g̩apéri.	We move constantly. (We move times without end.)
Takátămă kashánŭ pamakoré maséré àkápĕră.	We've moved five times in the last eight years.
Ah! Zvínhu zvìnónetsa izvi!	Oh, that's a nuisance!
Hapáná zvo̩kúita.	There's nothing to do [about it].
Munómbofunga ng̩éhămă dzényú heré kumushá?	Do you ever think about your relatives at home?
Hóngu. Tinódzióná kana tichínga tãenda kuU.S.A.	Oh yes. And we go to see them whenever we are in the U.S.
Vákámboúyá kumúóná heré murí kúnó?	Have they ever come to see you (while you are) here?
Hazvímbóitíki! Kufámbá kúnodá marí.	It's impossible! Travel is very expensive.
Mungátiudze̩ no̩kúsanduka kwéngŭvă pagoré heré?	Tell me about the change of seasons [in America]?

Tinǫ kusanduka kuna, kwàkádaí nge spring, summer, fall, winter.	We have four changes, namely spring, summer, fall and winter.
'Summer' yákadái ngȩzíenza heré?	Is summer like zienza?
Hazvíná kunyatsoenzana(ba).	They're not very similar.
Mu'summer' hamúnyanyónayi.	In summer it doesn't rain very much.
Zvé, múnóti píse kunyanya.	Besides, it's very hot.

Note that the stem /~mwè/ corresponds both to English 'some' and to English 'other'. It differs tonally from /~mwé/ 'one'. Also, /~mwè/ usually precedes the noun that it goes with, while /~mwé/ usually follows the noun.

Note the use of /zvimwe/ by itself as an 'adverbial' modifier, corresponding to English 'perhaps'. In this respect, cf. Unit 38, Note 1.

In the sentence /zúvá rínǫngą rísíngachapísi/, the prefix /-cha-/ corresponds to English 'still', and does not have future meaning. Compare Unit 7, Note 1.

1. Concords with /~mwè/ 'some other'.

'Is that shirt warm?'
'It isn't very warm.'
'Buy another that is warm.'
Iyo hémbé ínodzíyá heré?
Haínatsí kudzíyá.
Téngá imwe ìnódzíyá.
Idzo tsápáto dzínodzíyá heré?
Hadzínatsí kudzíyá.
Téngá dzimwe dzìnódzíyá.

ngowání	Iyo ngowání ínodzíyá heré?
	Haínatsí kudzíyá.
	Téngá imwe ìnódzíyá.
bhurúkwa	Iro bhurúkwa rínodzíyá heré?
	Harínatsí kudzíyá.
	Téngá rimwe rìnódzíyá.
mbatyá	Idzo mbatyá dzínodzíyá heré?
	Hadzínatsí kudzíyá.
	Téngá dzimwe dzìnódzíyá.

In Unit 32, Note 1, we met one group of nouns which are derived from verbs. These were the agentive nouns, in Classes 1 and 2, with the final vowel /-i/. Several other types of nouns that are related to verbs occur in the basic materials for this unit:

	chirimwá (7,8)	something cultivated
cf.	kùrìmwà	to be cultivated
and:	chìnórimwa	that which is cultivated
	mubvùnzò (3,4)	question
cf.	kubvùnzà	to ask
	chirìmò (7,8)	a season for agriculture
cf.	kurìmà	to cultivate, plough
	mapitsè (6)	competition
cf.	kupìtsà	to reply, boast of
	marindá (6)	season for protecting
cf.	kurindà	to guard, protect

2. Various crops, with verbs appropriate to them; participial vs. idephonic forms of the verb.

'Have the potatoes been dug?'

'Just a little.'

Mbatáta dzáti dzãcherwa heré.

Dzámbóti cherwé zvishoma.

Zviyó zváti zvãchekwa heré?

Zvámbóti chékwe zvishoma.

Shushururu dzáti dzãibva here?

Dzándóti íbve zvishoma.

Mbésa dzáti dzãpupurwa heré?

Dzándóti púpurwé rutivi. ('in part')

Jangano ráti rãvambwa here?

Rándóti vambwé chinhambwe chàpérá.

Chibarwé cháti chãbviswa mumunda heré?

Chámbóti bviswé zvishoma.

3. Linking prefix followed either by the infinitive or by the participial form of a verb.

Tinódyárá magwére ngúvâŋyĭ?	[At] what time do we sow maize?
Muzienzá ndíyo ngúvá yǫ̂kŭdyárá.	In zienza (,that) is the time of sowing.
Tinópúpúra ngúvâŋyĭ?	When do we reap?
Muchando ndíyo ngúvá yǫ̂kŭpúpúrá.	In chando, (,that) is the time of reaping.
Tinórima ngúvâŋyĭ?	When do we plough?
Mumāvambo ezíenzá ndíyo ngúvá yǫkúrima.	In the beginning of zienza is the time of ploughing.

Tinótímbá ngúvâṇyí?	When do we plough for the second time?
Tãpedza kupúpúrá ndíyo ngúvá yǫ̂kŭtímbá.	When we have finished harvesting is the time for reploughing.
Tinódirira ngúvâṇyĭ?	When do we water?
Tãpedza kudyárá ndiyo nguva yetĩnodirira.	When we've finished sowing is when we water.
Tinópfeka dzinódzíyá ngúvâṇyĭ?	[During] what period do we put on warm [clothes]?
Pachando ndíyo ngúvá yetĩnopfeka dzìnódzíyá.	('In cold [weather] is the time of our putting on those [clothes] that are warm.')
Tinochera mupfundze ngúvâṇyĭ?	When do we dig [?] manure/fertilizer?
Kuvamba kwechírimo ndíyo ngúvá yetĩnochera mupfúdze.	The beginning of chirimo is the time when we dig [?] fertilizer/manure.

4. Two contrasting kinds of verbal phrase.

mumbá	Mumbá múchí kutónhórá here?	Is it still hot in the house?
	Kwéte. Mváy̩á kudzíyá.	No, it's cool now.('In is cool now.')
mvúrá	Mvúrá yáy̩á kupísá here?	Is the water hot now?
	Kwéte. Íchí kutónhórá.	No, its's still cold.
zvidhína	Zvidhína zvíchí kupísá here?	Are the bricks still hot?
	Kwéte. Hazvíchí kupísá. Zváy̩á kupórá.	No, they're not still hot. They're cool now.
hárí	Hárí yápŏră here?	Is the pot cooled off?
	Kwéte.. Íchí kupísá.	No, it's still hot.

ivú	Ivú rátŏnhŏră herĕ?	Has the earth/soil cooled off?
	Kwéte. Ríchí kupísá.	No it's still hot.
mapfíhwa	Mapfíhwa áchí kupísá heré?	
	Kwéte. Átŏnhŏră. /Ápŏră.	
bhíkiri	Bhíkiri rápŏră heré?	
	Kwéte. Ríchí kupísá.	
pachotó	Pachotó pátŏnhŏră heré?	
	Páchí kudzíyá.	
kófi	Kófi íchí kudzíyá heré?	
	Kwéte. Yáyá kutónhórá.	
símbi	Símbi yáyá kutónhórá heré?	
	Kwéte. Íchí kupísá.	
mbatáta	Mbatáta dzáyá kudzíyá heré?	
	Kwéte. Dzíchí kupísá.	
nyama	Nyama yáyá kupórá heré?	
	Kwéte. Íchí kupísá.	
kunzé	Kunzé kúchí kutónhórá heré?	
	Kwéte. Kwáyá kudzíyá.	

UNIT 40

[Unit 40 consists of two medium-length dialogues, followed by a large number of two-line conversational fragments. The former contain new vocabulary, but the latter are intended as review of vocabulary that has occurred in earlier units. The student should use the blank right-hand column on each page for writing in English translations, or cues of other kinds, so that he may practice producing the Shona sentences.

Ndakáténgá̀ hémbé itsvá.
Wàkáténgá yàkaita sén̩yi?
Ndakáténgá̀ zvángu chená.
Makórókótó wená wàáne hémbé
itsvá!
Ndiné urombó nokúti handína
kuóná iyo ndãida.
Waída yàkadini?
Ndaída ìne mavárá machená
na̩mátsvukú.

Ndaóná mukómaná ãri kumhányísá
motokari.
W̩ánga achíéndepí?
Handízíví, zvimwe kuTsonzó.
W̩ánga ãine mótokari yàkaita
sén̩yi?
W̩ánga ãine mótokari tsvukú.

---

makórókótó	(an expression of felicitation or congratulation)

tǫ́sé	(the usual answer to the above; literally 'all of us')
urombó (14)	sorrow
wená	(a word for 'you (sg.)' not found in the Shona dictionary, but present in some other Bantu languages to the south and east of Shona)
mavárá (6)	colour
muvárá (3,4)	
~tsvukú	red, brown, etc.
-mhányá	to run, go fast
páchìpámwé	(an expression used when meeting a person who has already been greeted on the same day)

TWO-LINE FRAGMENTS OF CONVERSATIONS

1. Mai wakwidibira sadza.
2. Rega usabate.

---

1. Mw̩asvika rini pano?
2. Ndasvika mai vãchi
   kukubvura sadza.

---

1. Ndiri kutengesa nhanga.
2. Munoita marin̩yi?

---

1. Ndatenga chitambi
   kuchitoro.
2. Ndavanyorera masoko e̦se
   àri kuno.

---

1. Vanhu vane basa nguva
   ye̦marinda.
2. Nguva ya̦matsutso
   vanoiten̩yi?

---

1. Mazanhi a̦mahobo aoma
   nechando.
2. Baba vasima m̩amwe mahobo
   nh̩asi.

---

1. John w̩anga ãri kurwara.
2. Chiremba ndiye w̩àkamurapa.

---

1. Ndinoda kugurira miti
   yangu.
2. Wabvepi nayo?

---

1. Ndisekuru vàbatanidza mbatya.
2. Munoda kuisa mumvura ìnodziyasu?

---

1. Rúdzin̩yi rùri mumusha mwenyu?
2. Múne ndudzi zhinji, asi ini ndiri muBocha.

---

1. Wakanonga banga rangu here?
2. Ndakarinongera chinhambo kubva mumugwagwa.

---

1. Mwana w̩akanyarara here?
2. Ndamuradzika pamubhedha.

---

1. Mw̩akatengepi chikochikari chenyu?
2. Ndakachitenga Peniranga.

---

1. Kw̩az̩iwai chirombowe.
2. Kw̩az̩iwai shewe.

1. Baba Gomo vakadonhesa
mari nezuro.
2. Vati vãiona here?

____

1. Baba vabaya hanga.
2. Waona dziri papi?

____

1. Dunhu rȩkwaMutare
rinopisa kwazvo.
2. Ndinodaira kwaMutambara
kunopisa kupinda.

____

1. Mhuri yababa Marata ihuru.
2. Vane ìmba yàkakura seŋyi?´

____

1. Mabwaċha anobvepi?
2. Anobva kuIndia.

____

1. Mwana ari kuchema.
2. Kubvani waane nzara.

____

1. Ndichachisa mbatya nh̩asi.
2. Masimbe unao here?

____

1. Ndiani w̩àkatora tsanga
   kurwizi?
2. Dzakatorwa naSekuru.

____

1. Munoiten̩yi zienza?
2. Tinorima minda.

____

1. Sara w̩akaenda nani
   kwaNyadire?
2. W̩akaenda zvake ǫga.

____

1. Ziso raManeta rinorwadza.
2. Mutaurire azore mushonga.

____

1. Vana vachaita mapitse
   sondo rìnouya.
2. Vanonga vãpedza ruzororo
   here?

____

1. Ngeŋyi akatiza kubva
   musango nezuro?
2. Vakati ndakaona shumba
   yàkarara.

---

1. Shiri zhinji dzinoendepi
   pachando?
2. Hauzivi here kuti
   dzinotama?

---

1. Mukoma vangu havachina
   kusimba.
2. Vanga vãri kurwarasu?

---

1. Ndoisa mvura yàkadini
   muhari?
2. Isa bhikiri rimwe
   chete.

---

1. Tiri kuenda kudhorobɦa
   nhasi.
2. Munochimbidza kuuya
   here?

---

1. Ngoro yenyu yaendepi
   nh̩asi?
2. Iri kuťakura mupfudza.

---

1. Sadza ranyanya kukora.
2. Ah! waregera richikora
   zvàkadaro ngen̩yi?

---

1. Baba Mukarati vakamangara
   mhaka yavo kuhofisi.
2. Vakamangara rinizve?

---

1. Tine chimbudzi chakanaka.
2. Ndiani w̩àkachivaka?

---

1. Mukomana w̩akanda dombo
   pamba.
2. Mafafitera haana
   kuputsika here?

---

1. Denga reimba yedu
   rinonaya.
2. Isu redu r̀akagadzirwa
   nababa.

---

1. Mw̩akapupura zvàkadini
   gore rino?
2. Magwere gumi remasaki,
   zviyo masaki mana enzungu
   makumi mairi.

---

1. Masanga mbuya.
2. Ndauwe.

---

1. Munda wenyu une
   marindasu!
2. Kwete hauna marinda.

---

1. Vanhu vàkadzidza huroya
   vanoita basa ren̩yi?
2. Vanobatsira zvizhinji
   vànonga vaine mhaka
   dzavo.

---

1. Chiremba unonyanorapa
   nguvan̩yi?
2. Unonyanya kuvamba
   panguva dzegumi.

---

1. Mw̩asvika rini pano?
2. Ndasvika zvangu
   chinhambwe chàpfuura
   ichi.

1. Vadzidza vǫmutauro
   vanobvepi?
2. Vanobva mhiri kwegungwa.

1. Munda vąmadhumbe uri
   pętyo here?
2. Kwete, hauri pętyo;
   uri kure.

1. Ndatenga hari ìsina
   chigadzo.
2. Ukatenga ìne chigadzo,
   yakapinda kunaka.

1. Baba vaenda kujana
   nh̩asi.
2. Vanoenda kangani pamwedzi?

1. Ndauya kumaira mutenda wenyu.
2. Haari pano. W̩aenda kuhosipitare mambakwedza ano.

---

1. Mw̩akauya neŋyi kubva Amerika?
2. Takauya nendege.

---

1. Mabhunu anobvepi?
2. Anobva mhiri kwenyanza.

UNIT 41

Units 41 - 49 differ from Units 1 - 40 in four ways:

(1) They are not based on dialogues, but on narrative texts.

(2) There are no grammar notes, and no sets of sentences organized for systematic practice.

(3) The only tone markings are /~/, which indicates that the verb should have participial tones, and /`/, which means that the verb has relative tones.

(4) The texts display occasional inconsistencies in spelling and in word division.

(5) Their principal purpose is to give the student an opportunity to develop habits of self-sufficiency in adapting, learning and using material from a wide variety of Shona texts; secondary purposes are review of grammar and increase of vocabulary.

These nine units should therefore be used in all or most of the following ways:

(1) Working with his tutor, the student should mark all tones in the A version of the story.

(2) Covering the A version, and referring to it as little as possible, the student should read the text aloud at least twice in the hearing of his tutor, reading from the B version. [The B version should never be marked for tones.]

(3) Read aloud at least twice from the C version, which contains the stems of the words but not the affixes.

(4) Read aloud at least twice from the D version, which contains the affixes but lacks most of the roots.

(5) Answer and ask questions about the text.

(6) Ask the tutor to retell the same material twice in his own words. Ask questions if necessary.

(7) The student should retell the same material in his own words.

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Rimwe zuwa, Tsuro naDiro vakapangana kundoba.	Rimwe zuwa, Tsuro naDiro vakapangana kundoba.
2.	Vakafunga kundoba mbambaira dzavaZvanyanya.	Vakafunga kundoba mbambaira dzavaZvanyanya.
3.	Tsuro, ngeungwaru hwake, wakati ngatiende.	Tsuro, ngeungwaru hwake, wakati ngatiende.
4.	Vakaenda kumunda vaZvanyanya wembambaira.	Vakaenda kumunda vaZvanyanya wembambaira.
5.	Vandoti svikenyi mumunda mwacho,	Vandoti svikenyi mumunda mwacho,
6.	Tsuro wakati, Sekuru munozochera ini ndichirinda.	Tsuro wakati, Sekuru munozochera ini ndichirinda.

7.	Diro nekusaziva rakabvuma kuchera.	Diro nekusaziva rakabvuma kuchera.
8.	Rãndoti cherenyi zvishoma shoma,	Rãndoti cherenyi zvishoma shoma,
9.	Tsuro kakatsvaka bvute rakanaka kakarara.	Tsuro kakatsvaka bvute rakanaka kakarara.
10.	Garegare tsuro akanzwa vanhukutaura.	Garegare tsuro akanzwa vanhukutaur
11.	Wakasimuka chinyararire akasiya diro ãripo.	Wakasimuka chinyararire akasiya diro ãripo.
12.	Vanhu vakaona rĩrikuita basa basa kuchera.	Vanhu vakaona rĩrikuita basa basa kuchera.
13.	Vamwe vakadaidzira vachiti, vaZvanyanya munda wapera!	Vamwe vakadaidzira vachiti, vaZvanyanya munda wapera!
14.	Izvo rãkanzwa kudaidza rakada kutiza.	Izvo rãkanzwa kudaidza rakada kutiza.
15.	Varume vese vakarikomba.	Varume vese vakarikomba.
16.	Raona kuti hapachina chakanaka.	Raona kuti hapachina chakanaka.
17.	Rakakwira mumuti murefu.	Rakakwira mumuti murefu.

18. Varume vakatora mapfumo avo vakaribaya.	Varume vakatora mapfumo avo vakaribaya.
19. Rakabva rafa ngepamusana pemwoyo waro.	Rakabva rafa ngepamusana pemworo waro.

Version C

Rimwe zuwa Tsuro naDiro [redacted]pangana kundoba. Vakafunga [redacted]ba mbambaira [redacted]vaZvanyanya. Tsuro, ngeungwaru [redacted]ke, [redacted]ti [redacted]ende. [redacted]enda [redacted]munda vaZvanyanya [redacted]mbambaira. [redacted]ti svike[redacted] mumunda [redacted]cho, Tsuro [redacted]ti, Sekuru mu[redacted]chera ini ndi[redacted]rinda. Diro ne[redacted]ziva [redacted]bvuma kuchera. [redacted]ti chere[redacted] zvishoma shoma, Tsuro [redacted]tsvaka bvute [redacted]naka [redacted]rara. Garegare tsuro [redacted]nzwa vanhukutaura. [redacted]simuka [redacted]nyararire [redacted]siya diro [redacted]po. Vanhu [redacted]ona rĩrikuita basa basa kuchera. [redacted]mwe [redacted]daidzira [redacted]ti, vaZvanyanya munda [redacted]pera! I[redacted]o [redacted]nzwa kudaidza [redacted]da [redacted]tiza. Varume vese [redacted]ka[redacted]komba. Raona kuti ha[redacted]na [redacted]akanaka. [redacted]kwira mumuti [redacted]refu. Varume [redacted]tora mapfumo avo va[redacted]baya. Ra[redacted]bva [redacted]fa [redacted]pamusana [redacted]mwoyo wa[redacted]o.

Version D

Rimwe zuwa [redacted] na[redacted] vaka[redacted]ana kundo[redacted]. Vaka[redacted]a kundo[redacted] mb[redacted]ira dza[redacted]. Tsuro, nge[redacted] hwake, waka[redacted] ngati[redacted]. Vaka[redacted]a ku[redacted] va[redacted] we[redacted]a. Vãndo[redacted] [redacted]enyi mu[redacted] mwa[redacted], Tsuro waka[redacted], S[redacted]u munozo[redacted]a ini ndichi[redacted] Diro nekusa[redacted] raka[redacted] ku[redacted]a. Rãndo[redacted]enyi zvi[redacted] shoma, [redacted] kaka[redacted]a [redacted]e raka[redacted] kaka[redacted]. Gar[redacted]e tsuro aka[redacted] [redacted]kutaura. Waka[redacted]uka chi[redacted]re aka[redacted] diro a[redacted]po. Va[redacted] vaka[redacted]na rĩriku[redacted] [redacted] [redacted] ku[redacted]. Va[redacted] vaka[redacted]a vachi[redacted], vaZvanyanya [redacted]a wa[redacted]a! Izvo rãka[redacted] ku[redacted]a raka[redacted] ku[redacted]. Va[redacted] v[redacted] vakari[redacted]. Ra[redacted] kuti hapachi[redacted] chaka[redacted]. Raka[redacted]a mu[redacted] mu[redacted]. Va[redacted] vaka[redacted] ma[redacted] avo vakàri[redacted]. Raka[redacted] ra[redacted] ngepa[redacted] pe[redacted] wa[redacted].

1. Tsuro naDiro vakapangana here?
   Vakabayana here?
   Ndiani vakapangana kundoba?
   Vakapangana rini?

2. Vakafunga kundoba here?
   Vakandoba nzungu here?
   Vakaendepi?
   Vakandoitenyi?

3. Tsuro wainga neungwaru here?
   Diro naTsuro vakadzoka here?
   Ndiani wainga neungwaru?
   Vakatinyi?

4. Vakaenda kumunda waZvanyanya here?
   Vakakwira mugomo here?
   Vakaenda kupi?
   Kwakange kuinenyi?

5. Vakasvika mumunda mwacho here?
   Vakapinda mumba mwacho here?
   Vakadini wandoti svikenyi?
   Mwakange muri mumunda mwaani?

6. Tsuro vakataura here kuna sekuru?
   Vakachera vese here?
   Ndiani vakachera?
   Tsuro vakaitenyi?

7. Diro rakabvuma here?
Raiziwa here?
Ndiani akabvuma?
Ndiani akatumwa?

8. Rakachera nguwa huru here?
Vakachera wese here?
Wakachera nguwa yakadini?
Waidenyi?

9. Tsuro kakatsvaka bvute here?
Kakange kaina diro here?
Kakatsvakenyi?
Kakadini mubvute?

10. Tsuro wakanzwa vanhu here?
Diro rakanzwawo here?
Ndiani akanzwa vanhu?
Vanhu vaiitenyi?

11. Tsuro vakasimuka here?
Sekuru wakasimukawo here?
Ndiani vakasimuka chinyarire?
Vakasiya diro aripi?

12. Vanhu vakaona diro here?
Tsuro vakamuonawo here?
Diro raiitenyi?
Ndiani vakaona diro?

13. Vanhu vakadaidzira here?
Vanhu vakaramba vakanyarara here?
Vaka daidzira vachitinyi?
Zvanyanya wanga ari ani?

14. Diro rakanzwa kudaidzira here?
Tsuro vakadaidzira here?
Rakada kuitenyi?
Raida kuendepi?

15. Varume vakarikomba here?
Vakaricheka here?
Ndiani wakakombwa?
Vanhu vaidenyi?

16. Rakaona chakanaka here?
    Zvakarifadza here?
    Rakaonenyi?
    Ndiani akaona kuti hapachina chakanaka?

17. Rakakwira mumuti here?
    Rakagara pasi here?
    Ndiani akakwira mumuti?
    Rakakwira mumuti wakadini?

18. Varume vakaribaya here?
    Vakarisiya here?
    Ndiani vakaribaya?
    Vakatorenyi?

19. Rakabva rafa here?
    Rakaramba ririmumuti here?
    Ngenyi rakafa?
    Rakange riinenyi?

1. Kune matiro here kumusha kwenyu?

2. Mune mhandongani dzetsuro?

3. Tsuro dzenyu dzakangwarawo here?

4. Ndiani vaneminda yekurima?

5. Mbambaira dzenyu dzakaita senyi?

6. Miti yenyu yakafanana neyedu here?

7. Kune mapfumowo here?

NEW WORDS

-ba	to steal
mbambaira (9,10)	sweet potato
ungwaru (14)	cleverness
-rinda	to guard, stand guard
-bvuma	to agree, consent
-simuka	to stand up
chinyararire	silently (cf. -nyararira, to be, become silent)
-komba	to surround
pfumo (9,10)	spear
-baya	to stab
pamusana	on account of
musana (3,4)	back (anat.)

UNIT 42, Part 1

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Tsuro naDiro vakange vãine ushamwari.	Tsuro naDiro vakange vãine ushamwari.
2.	Tsuro wakati sekuru ndinoda nyimo nemagwere.	Tsuro wakati sekuru ndinoda nyimo nemagwere.
3.	Diro rakati ngatiende kumunda kwaZvanyanya.	Diro rakati ngatiende kumunda kwaZvanyanya.
4.	Wakatungamidzana kuenda kumunda.	Wakatungamidzana kuenda kumunda.
5.	Wãakusvika, tsuro wakati, ngatidzoke.	Wãakusvika, tsuro wakati, ngatidzoke.
6.	Diro rakaramba kudzoka.	Diro rakaramba kudzoka.
7.	Rakaramba richienda.	Rakaramba richienda.
8.	Baba Zvanyanya vakange vãgere patyo nemunda.	Baba Zvanyanya vakange vãgere patyo nemunda.
9.	Vakaona diro rãgara mubvute.	Vakaona diro rãgara mubvute.
10.	Vakadaidzira majaha àkange ãri pajangano.	Vakadaidzira majaha àkange ãri pajangano.
11.	Vakauya vakaridzinga.	Vakauya vakaridzinga.
12.	Rikabva rãkwira mugomo.	Rikabva rãkwira mugomo.

Version C

Tsuro [redacted]Diro vakange vãine ushamwari. Tsuro wakati sekuru [redacted]da nyimo [redacted]magwere. Diro [redacted]ti [redacted]ende [redacted]munda [redacted]Zvanyanya. [redacted]tungami[redacted] [redacted]enda [redacted]munda. [redacted]svika, tsuro [redacted]ti, [redacted]dzoke. Diro [redacted]ramba [redacted]dzoka. [redacted]ramba [redacted]enda. Baba Zvanyanya vakang[redacted] [redacted]gere patyo [redacted]munda. [redacted]ona diro [redacted]gara [redacted]bvute. [redacted]daidzira majaha [redacted]kang[redacted] [redacted]ri [redacted]jangano. [redacted]uya [redacted]ridzinga. [redacted]bva [redacted]kwira [redacted]gomo.

Version D

Tsuro na[redacted] vaka[redacted] vãine [redacted]. [redacted] wakati [redacted] ndinoda [redacted] ne[redacted]. Diro rakati [redacted]e ku[redacted] kwaZvanyanya. Waka[redacted]midzana kuenda ku[redacted]. Wãaku[redacted], [redacted] wakati, ngati[redacted]. Diro raka[redacted] ku[redacted]. Raka[redacted] richi[redacted]a. Baba Zvanyanya vaka[redacted] vã[redacted] [redacted] n[redacted]. Vaka[redacted] [redacted] rã[redacted] mu[redacted]. Vaka[redacted]ra ma[redacted] à[redacted] ã[redacted] pa[redacted]. Vaka[redacted] vaka[redacted]. Rika[redacted] rã[redacted] mu[redacted].

Questions

1. Tsuro naDiro vakange vaine ushamwari here?
   Vakange vaine ukama here?
   Ndiani vakange vaine ushamwari?
   Ngenyi tsuro nadiro vakange vaine ushamwari?

2. Tsuro wakataura chiro here kuna diro?
   Tsuro waida madima nenzungu here?
   Ngenyi tsuro aida nyimo nemagwere?
   Ndiani aida nyimo nemagwere?

3. Diro wakamupa here?
   Diro vakaenda kumunda kwake here?
   Ngenyi vakaenda kumunda waZvanyanya?
   Vakaenda koodini?

4. Wakaenda here kumunda?
Vakaenda kumunda vadiro here?
Vakatora papi nyimo nemagwere?
Vakaenda kumunda waani?

5. Tsuro vakasvika here kumunda vemagwere?
Wakadzokera panzira here?
Ngenyi tsuro kakadzokera panzira?
Ngenyi kakafunga kudzokera?

6. Diro rakabvuma here kudzoka?
Wakaramba achienda here?
Ngenyi diro rakaramba kudzoka?
Ndiani wakaramba achienda?

7. Rakaramba richienda here?
Diro rakabvuma kudzoka here?
Ngenyi rakaramba richienda?
Chinyi chakaita kuti diro arambe achienda?

8. Baba Zvanyanya vakange vari patyo here?
Wakange vagere kumba kwavo here?
Vakange vari papi?
Ndiani vakange ari patyo nemunda?

9. Vakaona diro here?
Vakaona riri mumuti here?
Rakange ragara papi?
Diro rakange richidini?

10. Vakadaidzira vamwe here?
Vakadaidza mhandara here?
Ndiani vakadaidzwa nababa Zvanyanya?
Majaha akange achiitenyi?

11. Vakomana vakauya here kuridzinga?
Vakaramba vari pajangano here?
Ndiani vakadzinga diro?
Vakariita senyi?

12. Rakabva rakwira mugomo here?
Rakarambira mubvute here?
Ngenyi diro rakakwira mugomo?
Ndiani vakaridzinga?

1. Imhukanyi dzinodya mbesa muminda?

2. Kwenyu muno rinda minda here?

3. Imhukanyi dzinonyanya kuonekwa pachikoro chemutauro?

4. Kune zvipfuyo zvizhinji here kwenyu?

5. Munyika ino matiro anogara panyi?

6. Vana vanoita senyi kuti vaona matiro?

NEW WORDS

-tundgamidzana	lit., to lead one another
-dzinga	to drive off

Part II

Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1. Tsuro naMagondo wainga neushamwari.	Tsuro naMagondo wainga neushamwari.
2. Wakaenda kundotsvaka zvekudya.	Wakaenda kundotsvaka zvekudya.
3. Magondo wakaona mwana ãkarara.	Magondo wakaona mwana ãkarara.
4. Akatiza akàbva`ãguka gumbo.	Akatiza akàbva ãguka gumbo.
5. Vakomana vakange vãri kutema huni.	Vakomana vakange vãri kutema huni.

6.	Vakamuona ãri kutsamhina.	Vakamuona ãri kutsamhina.
7.	Vakatiza nematemo avo.	Vakatiza nematemo avo.
8.	Vakàmutematema akàfa.	Vakàmutema tema akàfa.
9.	Mukoma vavo akava tevera.	Mukoma vavo akava tevera.
10.	Akaona vãtogara zvavo pasi.	Akaona vãtogara zvavo pasi.
11.	Mwanetasu vaningina?	Mwanetasu vaningina?
12.	Basazve iro tãita mukoma.	Basazve iro tãita mukoma.

Version C

Tsuro [redacted]Magondo [redacted]nga [redacted]shamwari. [redacted]enda [redacted]tsvaka [redacted]kudya. Magondo [redacted]na [redacted]ana [redacted]rara. [redacted]tiza [redacted]bva [redacted]guka gumbo. [redacted]komana [redacted]nge [redacted]ri [redacted]tema huni. Va[redacted]ona [redacted]ri kutsamhina. [redacted]tiza [redacted]temo avo. Va[redacted]tematema a[redacted]fa. Mukoma [redacted] [redacted]va tevera. [redacted]ona vã[redacted]gara zvavo pasi. [redacted]neta[redacted] [redacted]ningina? Basa[redacted] iro [redacted]ita mukoma.

Version D

Tsuro naMa[redacted] wai[redacted] neu[redacted]i. Waka[redacted] kundo[redacted]a [redacted]. M[redacted] waka[redacted] [redacted]ana ãka[redacted]a. Aka[redacted]a akà[redacted] ã[redacted]a g[redacted]. Va[redacted] vaka[redacted] vãri ku[redacted]a [redacted]. Vakamu[redacted] ã[redacted] ku[redacted]a. Vaka[redacted]a nema[redacted] avo. Vakàmu[redacted] akà[redacted]. M[redacted] vavo aka[redacted]. Aka[redacted] vãto[redacted] zvavo [redacted]. Mwa[redacted]asu va[redacted]? [redacted]zve iro tã[redacted] mu[redacted].

Questions.

1. Tsuro naMagondo vaiva shamwari here?
   Vakange vachigara mumba mumwe here?
   Ndiani vakange vaine ushamwari?
   Ngenyi vakange vaine ushamwari?

2. Vakange vaina zvokudya zvao here?
   Vakaenda kwaMutare here kundotenga zvokudya?
   Ndiani vakaenda kundotsvaka zvokudya?
   Vakaendepi kundotsvaka zvokudya?

3. Tsuro wakaona mwana here?
   Magondo wakaona mwana mugomo here?
   Ndiani vakaona mwana akarara?
   Magondo wakaona mwana ari papi?

4. Magondo wakange achifamba here?
   Vakange akamira hake here?
   Ngenyi magondo akaguka gumbo?
   Magondo wakaita senyi?

5. Vakomana vakange vari kurima here?
   Vakange vari pamba here?
   Ndiani vakange vachitema huni?
   Vakomana vakange vachiitenyi?

6. Vakomana vakaona magondo here?
   Ngenyi magondo akange achitsamhina?
   Magondo vakange ari kuita senyi izvo vakomana vakamuona?
   Ndiani wakaguka gumbo ari kutiza?

7. Vakandamunangisa chete here?
   Vakamudzingirira here?
   Vakomana vakaita senyi?
   Ndiani vakatiza nematemo avo?

8. Vakamurega achienda zvake here?
   Vakomana vakamuuraya here?
   Ndiani vakauraya magondo?
   Ngenyi vakomana vakamuuraya?

9. Vakateverwa nemukoma vavo here?
Mukoma vavo vakauraya magondo here?
Ndiani vakavatevera?
Ngenyi mukoma vavo akavatevera?

10. Mukoma vakaona vaningina vachitema huni here?
Vakaona vakagara pasi here?
Mukoma vakaona vaningina vari kuitenyi?
Ngenyi vakange vagara pasi?

11. Wakabvunza chiro here kuvaningina vake?
Vakavatuma here?
Ngenyi mukoma akabvunza vaningina?
Mukoma vakatinyi?

12. Wakapindura chinhu here?
Vakaramba vakanyarara here?
Ndiani vakange vaneta?
Ngenyi vakange vaneta?

1. Muna magondo here munyika yenyu?

2. Vanoruma vanhu here?

3. Vaningina venyu vangani?

4. Matemonyi ayo munosandisa?

5. Zvekudya zvenyu zvinobvepi?

6. Ndiani anomufundisa mutauro?

NEW WORDS

Magondo	Hyena	-tsamhina	to limp
-guka	to break	-tevera	to follow
gumbo(5)	makumbo(6), leg		

UNIT 43

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Chuma naChibharo vaigara murimwe Guta.	Chuma naChibharo vaigara murimwe Guta.
2.	Vaienda kuchikoro mazuva ose, chete Mugobera.	Vaienda kuchikoro mazuva ose, chete Mugobera.
3.	Vaifara kuendako nguvadzose.	Vaifara kuendako nguvadzose.
4.	Rimwe zuva vakaona manyana pamugwagwa.	Rimwe zuva vakaona manyana pamugwagwa.
5.	Vakada kuti vaabate akàtiza.	Vakada kuti vaabate akàtiza.
6.	Vakaramba vachiatevera kwezuva rose.	Vakaramba vachiatevera kwezuva rose.
7.	Vakagara kuchikoro ngepamusana pemanyana.	Vakagara kuchikoro ngepamusana pemanyana.
8.	Vakasvika kudzimba dzavo,	Vakasvika kudzimba dzavo,
9.	Vabereki vavo havana kufara.	Vabereki vavo havana kufara.
10.	Remangwana vana vakenda kuchikoro.	Remangwana vana vakaenda kuchikoro.
11.	Mufundisi haana kufara nezvakaita vana.	Mufundisi haana kufara nezvakaita vana.

Version C

Chuma [redacted]Chibharo [redacted]gara [redacted]imwe guta. [redacted]enda [redacted]chikoro [redacted]zuva [redacted]se, chete Mugobera. [redacted]fara [redacted]enda[redacted] nguva[redacted]ose. [redacted]mwe zuva vaka[redacted] [redacted]nyana [redacted]ugwagwa. [redacted]da kuti [redacted]bat[redacted] [redacted]tiz[redacted]. [redacted]ramba va[redacted]atevera [redacted]ezuva [redacted]ose. Va[redacted]gara kuchikoro [redacted]musana [redacted]nyana. [redacted]svika [redacted]dzimba dzavo, [redacted]bereki [redacted]vo [redacted]na [redacted]fara. [redacted]mangwana [redacted]na [redacted]enda ku[redacted]koro. [redacted]fundisi [redacted]a [redacted]ara [redacted]akaita [redacted]ana.

Version D

Chuma na[redacted]ro vai[redacted]a muri[redacted] [redacted]. Vai[redacted] ku[redacted] ma[redacted] [redacted], [redacted]e Mu[redacted]a. Vai[redacted]a ku[redacted]ako [redacted]dzose. Ri[redacted] vaka[redacted] ma[redacted] pamu[redacted]. Vaka[redacted] kuti vaa[redacted]e aka[redacted]. Vaka[redacted]a vachia[redacted]a kwe[redacted]. Vaka[redacted] ku[redacted] ngepa[redacted] pe[redacted]. Vaka[redacted]a ku[redacted]a dza[redacted], va [redacted] vavo ha[redacted]a ku[redacted]a. Re[redacted] va[redacted] vaka[redacted]a ku[redacted]. Mu[redacted] haana ku[redacted]a ne[redacted] vana.

Questions.

1. Chuma naChibharo vaigara mugomo here?
   Vaigara muguta rimwe here?
   Ndivanaani vaigara muguta rimwe?
   Vaigara nepapi?

2. Vaienda kuchikoro here?
   Vaienda kugadheni here mazuva ose?
   Ngenyi vaienda kuchikoro mazuva ose?
   Vakagara rini kuchikoro?

3. Vaifara here kuenda nguva dzose?
   Vaichema here?
   Ndivanaani vaifara kuenda kuchikoro?
   Vaifarirenyi?

4. Vakaona motokari here pamugwagwa?
Vakaona manyana here?
Manyana akange ari papi?
Ndivanaani vakaona manyana?

5. Vakaabata here?
Manyana akatiza here?
Ngenyi manyana akatiza?
Akaita senyi?

6. Vakarega achienda here?
Vakaatevera here?
Ngenyi vakaramba vachiatevera?
Manyana akaita senyi?

7. Vakaenda here kuchikoro?
Vakagara here?
Ndivanaani vakagara kuchikoro?
Chuma naChibaro vakaitenyi?

8. Vakasvika kudzimba dzavo here?
Vakasvika kuzvitoro here?
Vakomana vakasvika papi?
Ndiwanaani vakasvika kudzimba dzavo?

9. Vabereki vavo vakafara here?
Havana kufara here?
Ngenyi vasina kufara?
Chinyi chisakavafadza?

10. Remangwana vakaenda kuchikoro here?
Vakaenda kudhorobha here?
Vakaendepi remangwana?
Ngenyi vakaenda kuchikoro?

11. Mufundisi haana kufara here?
Vakavatenda here?
Ngenyi mufundisi asina kufara?
Ndiani asina kufara?

1. Zvikoro zvikuru zviripi?
2. Vanhu vano dzidzirepi mutauro?
3. Munovamba rini chikoro chamutauro?
4. Mugobera munoenda kuchikoro here?
5. Ngenyi vadzidzisi vasingafari ngevana vanorava kuchikoro?
6. Ndiani usingafari ngevana vanofundira?

NEW WORDS

manyana

-bata to catch, seize

Part II

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Karekare vamwe varume vakandovhima.	Karekare vamwe varume vakandovhima.
2.	Vakadaidza imbwa dzawo kwava kuenda.	Vakadaidza imbwa dzawo kwava kuenda.
3.	Umwe naumwe vavoakatora demo nepfumorake.	Umwe naumwe vavoakatora demo nepfumorake.
4.	Vakapinda munzira vakaenda.	Vakapinda munzira vakaenda.
5.	Vãndoti darikenyi rwizi rwaMucheke,	Vãndoti darikenyi rwizi rwaMucheke,

6.	imbwa dzakamutsa nhoro.	imbwa dzakamutsa nhoro.
7.	Nhoro yakatiza ichidzika kurwizi.	Nhoro yakatiza ichidzika kurwizi.
8.	Varume vakatiza nemapfumo avo.	Varume vakatiza nemapfumo avo.
9.	Nhoro yakashaya pekupinda napo.	Nhoro yakashaya pekupinda napo.
10.	Yakatizira mutsanga zhinji.	Yakatizira mutsanga zhinji.
11.	Umwe wavo akabaya nhoro ikafa.	Umwe wavo akabaya nhoro ikafa.
12.	Vose vakafara kudzoka kumusha nenyama.	Vose vakafara kudzoka kumusha nenyama.

Version C

Kar[redacted]re [redacted]mwe [redacted]rume vaka[redacted]vhima. [redacted]daidza imbwa [redacted]wo kwa[redacted]kuenda. [redacted]mwe [redacted]umwe [redacted]akatora demo [redacted]pfumo[redacted]. [redacted]pinda [redacted]nzira [redacted]enda. [redacted]ti darike[redacted] rwizi [redacted]aMucheke, [redacted]bwa [redacted]mutsa nhoro. Nhoro [redacted]tiza [redacted]dzika [redacted]rwizi. [redacted]rume [redacted]tiza [redacted]mapfumo avo. Nhoro [redacted]shaya [redacted]pinda napo. [redacted]tizira [redacted]tsanga zhinji. [redacted]mwe wavo [redacted]baya nhoro [redacted]fa. [redacted]se [redacted]fara [redacted]dzoka [redacted]musha [redacted]yama.

Version D

[redacted] va[redacted] va[redacted] vakando[redacted]. Vaka[redacted]a [redacted] dzawo kwa[redacted] ku[redacted]. U[redacted] nau[redacted] vavo[redacted] [redacted]o ne[redacted]rake. Vaka[redacted]a mu[redacted] vaka[redacted] Vando[redacted] [redacted]nyi rw[redacted] rwa[redacted]ke, [redacted] dzaka[redacted]a [redacted]. [redacted]o yaka[redacted]a ichi[redacted]a ku[redacted]. Va[redacted] vaka[redacted]a nema[redacted] a[redacted]. [redacted]ro yaka[redacted]a peku[redacted]. Yaka[redacted]ira mu[redacted] zhinji. U[redacted] wavo aka[redacted]a nhoro i[redacted]. Vose vaka[redacted]a ku[redacted] ku[redacted] ne[redacted].

Questions.

1. Varume vakandovima here?
   Vaka ndotamba here?
   Vakaenda rini?
   Ndivanaani vakandovima?

2. Vakadaidza imbwa dzavo here?
   Vaka daidza vakomana here?
   Varume vakadaidzenyi?
   Imba dzakateera ani?

3. Vakatora zviro zvavo here?
   Varume vakatora matemo chete here?
   Vakatorenyi?
   Ndiani vakatora matemo nema pfumo?

4. Vakaenda here?
   Varume vakagara here?
   Vakapindepi?
   Ndiani vakapinda munzira?

5. Vakadarika rwizi here?
   Varume vakadzoka here?
   Rwizinyi urwo vakadarika?
   Ndivanaani vakadarika rwizi?

6. Imbwa dzakamutsa nhoro here?
   Dzakamutsa tsuro here?
   Imbwa dzakamutsenyi?
   Ngedzaani imbwa?

7. Nhoro yakatizira kurwizi here?
   Yakakwira mugomo here?
   Yakatizirepi?
   Ndiani wakadzika kurwizi?

8. Varume vakatiza nemapfumo here?
   Vakatora mapanga here?
   Ndiani vakatiza nemapfumo?
   Vaka itenyi nawo?

9. Yakashaya pekupinda napo here?
   Yakapinda nepagomba here?
   Nhoro yakashayenyi?
   Nhoro yakadini?

10. Yakatizira mutsanga zhinji here?
    Yakaramba yakamira here?
    Yakatizira mutsanga dzakadini?
    Yakatizirepi?

11. Varume vakabaya nhoro here?
    Vakabaya shumba here?
    Ndiani vakabaya nhoro?
    Nhoro yakadini?

12. Varume vakafara here?
    Vakaenda nehuni here?
    Vakafarirenyi?
    Vakadzokepi?

1. Makambovima here muri pachikoro?

2. Kunyika kwenyu kune imbwa dzinovhima here?

3. Munobaya nenyi mhuka?

4. Munyika muno maibaya nemapfumo akadini?

5. Ndwizi dzenyu dzakakura senyi?

6. Nyama dzenyu dzinonyanyobvepi?

7. Vanhunyi vanonyanofundisa muzvikoro?

8. Mune nzvimbo dzekufundira mutauro here?

NEW WORDS

-vhima	to hunt game	-muka	to rise, start up
darikenyi	(ideoph. from /-darika/, to leap over, cross with a jump)	nhoro (9,10)	kudu
-mutsa	to cause to rise		

Part III

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Mumwemusi murume vakafamba rwendo.	Mumwe musi murume vakafamba rwendo.
2.	Wakati asvika pakati pemakomo.	Wakati asvika pakati pemakomo.
3.	Zuva rakapisa zvekubvunza mutupo.	Zuva rakapisa zvekubvunza mutupo.
4.	Murume vakatsauka akagara mubvute.	Murume vakatsauka akagara mubvute.

5.	Ãri kundoti pasitende,	Ãri kundoti pasitende,
6.	bazuremuti rakadonha parutivi pake.	bazuremuti rakadonha parutivi pake.
7.	Murume vakapatika, akavamba kutiza.	Murume vakapatika, akavamba kutiza.
8.	Vakabva ãkanganwa demo rake.	Vakabva ãkanganwa demo rake.
9.	Ãndoti chinhambo endenyi,	Ãndoti chinhambo endenyi,
10.	Vakaona mhembwe yãkarara mubako.	Vakaona mhembwe yãkarara mubako.
11.	Sezvo ãkange ãkanganwa demo rake,	Sezvo ãkange ãkanganwa demo rake,
12.	mhembwe yakamuka ikatiza zvayo.	mhembwe yakamuka ikatiza zvayo.

Version C

[redacted]mwe[redacted]si [redacted]rume [redacted]afamba [redacted]endo. [redacted]ati [redacted]svika [redacted]kati [redacted]komo. Zuva [redacted]pisa [redacted]bvunza [redacted]tupo. [redacted]rume [redacted]tsauka [redacted]gara [redacted]bvute. [redacted]ri [redacted]u[redacted]oti [redacted]sitende, bazu[redacted]muti [redacted]donha [redacted]ruti[redacted] pake. Murume va[redacted]patika, [redacted]vamba [redacted]tiz[redacted]. [redacted]bva ãkanganwa demo [redacted]ake. [redacted]doti [redacted]nhambo ende[redacted], [redacted]aona mhembwe [redacted]rara [redacted]bako. [redacted]zvo [redacted]kange [redacted]kanganwa demo [redacted]ake, mhembwe [redacted]muka [redacted]katiza [redacted]yo.

Version D

Mumwe[redacted] mu[redacted] vaka[redacted]a rw[redacted]o. Waka[redacted] a[redacted]a pa[redacted] pema[redacted]. [redacted] raka[redacted]a zveku[redacted]a mu[redacted]. Mu[redacted] vaka[redacted]a aka[redacted]a mu[redacted]. Ãri kundo[redacted] pasi[redacted], [redacted]muti raka[redacted]a paru[redacted] pake. Murume vaka[redacted]a, aka[redacted]a ku[redacted]a. Vaka[redacted]a ã[redacted]a [redacted]o rake. Ãndo[redacted] chi[redacted] [redacted]nyi, [redacted]ona m[redacted]we yãka[redacted]a mu[redacted]. Se[redacted] ãka[redacted] ã[redacted]a [redacted] r[redacted], [redacted] yaka[redacted]a ika[redacted]a [redacted].

Questions.

1. Murume wakafamba rwendo here?
   Mumwe musi murume wakagara pamusha here?
   Murume wakafamba rĩni rwendo?
   Ndiani wakafamba rwendo.

2. Vakasvika pakati pemakomo here?
   Vakasvika pakati perwizi here?
   Murume vakasvika ne papi?
   Ndiani vakasvika nepakati pemakomo?

3. Kwakange kune zuva here?
   Mvura yakange ichinaya here?
   Zuva rakapisa senyi?
   Mvura yakanaya zvakadini?

4. Murume vakagara pasi here?
   Vakagara mumba here?
   Ndiani vakagara mubvute?
   Murume vakadini?

5. Wakambogara pasi here?
   Wakandoti rarenyi pasi here?
   Wakambogara papi pasi?
   Ndiani vakandoti pasi tende?

6. Pane chakadonha parutivi pake here?
   Pakadonha dombo here parutivi pake?
   Bazu remuti rakadonha papi?
   Chinyi chakadonha parutivi pake?

7. Murume wakaramba aripo here?
   Vakatora bazu remuti here?
   Ngenyi murume akapatika?
   Chinyi chakaita kuti apatike?

8. Wakaenda nedemo rake here?
   Wakakanganwa demo here?
   Ndiani wakakanganwa demo rake?
   Ngenyi akakanganwa demo?

9. Wakaenda chinhambo here?
   Wakasvika kumba kwake here?
   Wakasvika papi?
   Wakafamba nhambo yakaita seyi?

10. Wakaona chiro here mubako?
    Wakaona nyoka here mumuti?
    Mhembwe yakange yakarara papi?
    Murume wakaonepi nyoka?

11. Wakange akanganwa nedemo rake here?
    Wakaenda nedemo rake here?
    Ndiani wakakanganwa nedemo rake?

12. Wakabata mhembwe here?
    Haana kuibata here?
    Ngenyi mhembwe yakatiza?
    Mhembwe yakatiza senyi?

1. Vanhu vanonyanyovhima mhukanyi?

2. Mhuka dzinoonekwepi?

3. Munofara zvakadini ngenyika ino?

4. Munyika mwenyu mune makomo akadini?

5. Munoziva gomo guru here renyika ino?

6. Ngenyi vanhu vachida kubaya mhembwe?

NEW WORDS

pakati(16)	between
zvekubvunza mutupo	(here, an expression of extreme intensity)
pasitende	(ideoph., of sitting down decorously, settling down)
bazu or; bazi (5), mapazi (6)	branch of tree
-patika	to be startled
mhembwe (9,10)	duiker
bako (5), mapako (6)	cave among rocks; refuge

UNIT 44

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Tsoko yakaona dende rinenzungu.	Tsoko yakaona dende rinenzungu.
2.	Ngemwoyo wayo, yakapinza ruoko mudende.	Ngemwoyo wayo, yakapinza ruoko mudende.
3.	Yakazadza ruoko nenzungu.	Yakazadza ruoko nenzungu.
4.	Yakada kuburitsa nzungu,	Yakada kuburitsa nzungu,
5.	asi ruoko rwakarambira.	asi ruoko rwakarambira.
6.	Yakaedza zve nazve, asi nzungu dzakarambira.	Yakaedza zve nazve, asi nzungu dzakarambira.
7.	Muridzi wedende vakauya kuzoona.	Muridzi wedende vakauya kuzoona.
8.	Vakaona tsoko ĭrikushereketa kwazvo.	Vakaona tsoko ĭrikushereketa kwazvo.
9.	Tsoko haina kuda kuenda ĭsina nzungu.	Tsoko haina kuda kuenda ĭsina nzungu.
10.	Zvakatakurana nedendero mugomo.	Zvakatakurana nedendero mugomo.
11.	Murume ngeshungu, wakairowa netsvimbo.	Murume ngeshungu, wakairowa netsvimbo.
12.	Tsoko yakachema.	Tsoko yakachema.

13.	Dende rakatsemuka ikati gorokoto.	Dende rakatsemuka ikati gorokoto.
14.	Yakada kunonga dzekuenda nadzo.	Yakada kunonga dzekuenda nadzo.
15.	Murume vakasvika akaibata gumbo.	Murume vakasvika akaibata gumbo.
16.	Tsoko yakaruma chigunwe chake.	Tsoko yakaruma chigunwe chake.
17.	Murume wakatiza kuenda kumba.	Murume wakatiza kuenda kumba.
18.	Tsoko ichitizawo kukwira mugomo.	Tsoko ichitizawo kukwira mugomo.
19.	Nzungu nedende zvakabva zvãsarapo.	Nzungu nedende zvakabva zvãsarapo.
20.	Vakarumwa ngekuti vakange ãsina demo.	Vakarumwa ngekuti vakange ãsina demo.

Version C

Tsoko [redacted]ona dende [redacted]nzungu. [redacted]mwoyo [redacted]ayo, [redacted]pinza [redacted]oko [redacted]dende. [redacted]kazadza [redacted]oko[redacted]nzungu. Ya[redacted]da kuburitsa nzungu, asi ruoko [redacted]rambira. [redacted]edza[redacted] nazve, asi nzungu [redacted]rambira Muridzi [redacted]edende [redacted]uya ku[redacted]ona. [redacted]ona tsoko [redacted]kushereketa kwazvo. Tsoko [redacted]a [redacted]da kuenda [redacted]na nzungu. [redacted]takurana [redacted]dendero [redacted]gomo. Murume [redacted]shungu, [redacted]rowa [redacted]tsvimbo. Tsoko [redacted]chema. Dende [redacted]tsem[redacted]a [redacted]ti gorokoto. [redacted]da [redacted]nonga [redacted]enda [redacted]dzo. Murume [redacted]svika ak[redacted]bata gumbo. Tsoko [redacted]ruma chigunwe [redacted]ake. Murume [redacted]tiza [redacted]enda [redacted]mba. Tsoko [redacted]tiza[redacted] kukwira [redacted]gomo. Nzungu [redacted]dende [redacted]kabva zvãsara[redacted]. [redacted]rumwa [redacted]kuti [redacted]nge ãsi[redacted]a d[redacted].

Version D

T[redacted] yaka[redacted] [redacted] rine[redacted]. Nge[redacted] wayo, yaka[redacted]a ru[redacted] mu[redacted]. Yaka[redacted]a [redacted]o ne[redacted]. Yaka[redacted] ku[redacted] nzungu, [redacted] ruoko rwaka[redacted]ra. Yaka[redacted]a zve [redacted]ve, [redacted] [redacted] dzaka[redacted]a. Mu[redacted] we[redacted] vaka[redacted] ku[redacted]. Vaka[redacted] [redacted] Ĩri[redacted] kwazvo. T[redacted] haina ku[redacted] ku[redacted] Ĩsi[redacted]nzungu. Zvaka[redacted]a ne[redacted]ro mu[redacted]. Mu[redacted] nge[redacted], wakai[redacted] ne[redacted]. Tsoko yaka[redacted]a. [redacted] raka[redacted]uka ika[redacted] g[redacted]. Yakada ku[redacted]a dzek[redacted] nadzo. Murume vaka[redacted]a akai[redacted] g[redacted]. Tsoko yaka[redacted]a chi[redacted]e chake. Murume waka[redacted]a ku[redacted]a kumba. [redacted] ichi[redacted]awo ku[redacted]a mu[redacted]. [redacted] ne[redacted] zvaka[redacted] zvã[redacted]po. Vaka[redacted]a [redacted]kuti vaka[redacted] ãsi[redacted] d[redacted].

Questions.

1. Tsoko yakaona dende rine nzungu here?
   Yakaona dende rine nyimo here?
   Ndiani wakaona dende rine nzungu?
   Tsoko yakaonenyi?

2. Tsoko yakange ine mwayo here?
   Yakange yakaguta here?
   Ngenyi yakapinza ruoko rwayo mudende?
   Yakaisepi ruoko rwayo?

3. Yakatora chiro here mudende?
Mudende mwaiva nemvura here?
Ndiani wakazadza ruoko nenzungu?
Mudende mwakange munenyi?

4. Yakaburitsa nzungu here?
Ruoko rwakabuda here mudende?
Ndiani wakada kuburitsa nzungu?
Ruoko rwakaita senyi?

5. Ruoko rwakabuda here mudende?
Rwakarambira mudende here?
Ngenyi ruoko rwakarambiramwo?
Ndiani asina kuburitsa ruoko?

6. Izvo yakaedza zvenazve ruoko rwakabuda here?
Yakasiya rouko mudende here?
Ngenyi nzungu dzakarambira?
Ndiani wakazadza ruoko nenzungu?

7. Muridzi vedende vakauya kuzoona here?
Haana kuuya here kuzoona?
Muridzi vakaita senyi?
Ndiani vakauya kuzoona?

8. Wakaona tsoko here?
Haana kuiona here?
Ngenyi tsoko yakange iri kushereketa?
Yakange iri kudini?

9. Tsoko yakada kuenda isina chiro here?
Yakaenda nedende kumba kwayo here?
Ndiani usina kuda kuenda asina chiro?
Chinyi chakaita tsoko?

10. Tsoko wakasiya here dende renzungu?
Zvakatakurana here nedende?
Wakaita senyi naro?
Ngenyi zvakatakurana mugomo?

11. Murume neshungu, wakairega ichienda hayo here?
Wakairova here?
Ndiani wakarowa tsoko neshungu?
Ngenyi tsoko yakarohwa?

12. Tsoko yakaramba inyerere here?
Yaka enda mugomo here?
Tsoko yakaita senyi izvo yakarohwa netsvimbo?
Ngenyi tsoko yakachema?

13. Dende rakatsemuka here?
Harina here kutsemuka?
Tsoko yakafara senyi?
Yakatinyi izvo dende rakatsemuka?

14. Yakafunga kunonga dzimwe here?
Yakasiya dziripo here?
Ngenyi yaida kunonga dzimwe?
Ndiani waida kunonga dzekuenda nadzo?

15. Murume vakarega ichienda hayo here?
Vakaibata here?
Wakaibata papi?
Ngenyi murume akaibata gumbo?

16. Tsoko yakamuregawo here?
Yakamuruma here?
Yakaita senyi gunwe remurume?
Murume wakarumwa papi?

17. Murume wakamirapo here?
Vakatiza kuenda kudhibhi here?
Ngenyi murume akatiza kuenda kumba?
Wakaenda kupi?

18. Tsoko yakasara iripo here?
Yakatizawo here kuenda mugomo?
Yakatiza kuenda kupi?
Ngenyi yakatiza?

19. Yakatiza nenzungu here?
Nzungu nedende zvakasarapo here?
Ngenyi yakasiya zvese?
Yakasiyepi nzungu nedende?

20. Murume vakange ane demo here?
Wakange asina demo here?
Ndiani wakarumwa netsoko.
Ngenyi akarumwa?

1. MuSouthern Rhodesia mune nzungu zhinji here?
2. Ngenyi vanhu vachirima nzungu?
3. Mafuta anonyana kubva panyi munyika ino?
4. Munyika yenyu nzungu dzinorimwa zvakadini?
5. Tsoko dzinodya nzungu here?
6. Dzinogarepi?
7. Dzinoruma vanhu here?
8. Ngenyi vanhu vasikadyi tsoko?
9. Ndiani anodya tsoko?
10. Munopfuya tsoko here munyika menyu?

NEW WORDS

Tsoko (9,10)	kind of monkey
dende (5), matende (6)	gourd, calabash
muridzi (1,2)	owner
-shereketa	to fret, be full of tricks, be a nuisance
-takurana	to lift up
-rova	to beat
tsvimbo (9,10)	stick, cudgel
-tsemuka	to split, crack
gorokoto	
-ruma	to bite
chigunwe (7,8)	a toe (but not the big toe)

UNIT 45

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Rimwe gore mvura yakaramba kunaya.	Rimwe gore mvura yakaramba kunaya.
2.	Mhuka dzasango dzakashaya chokumwa.	Mhuka dzasango dzakashaya chokumwa.
3.	Dzakapangana kuchera tsime.	Dzakapangana kuchera tsime.
4.	Tsuro ngeunyope hwako kakasvova.	Tsuro ngeunyope hwako kakasvova.
5.	Dzimwe dzakaita basa kwemazuva matatu.	Dzimwe dzakaita basa kwemazuva matatu.
6.	Kamba wakati, ndini ndegasu mudiki?	Kamba wakati, ndini ndegasu mudiki?
7.	Wana tsuro hawacheriwo su?	Wana tsuro hawacheriwo su?
8.	Dzakapangana kunyima tsuro mvura.	Dzakapangana kunyima tsuro mvura.
9.	Wakapedza wakawamba kumwa.	Wakapedza wakawamba kumwa.
10.	Tsuro kakanzwa ngembiri kuti tsime rakapera. Kakange kãkwana nenyota.	Tsuro kakanzwa ngembiri kuti tsime rakapera. Kakange kãkwana nenyota.

11. Kakafunga zano rekuuya naro patsime.	Kakafunga zano rekuuya naro patsime.
12. Kakauya neuchi hwako mudende.	Kakauya neuchi hwako mudende.
13. Kakaona pakarindwa nadiro.	Kakaona pakarindwa nadiro.
14. Kakati sekuru ndine zvinonaka.	Kakati sekuru ndine zvìnonaka.
15. Asi zvinodyiwa nevakasungwa makumbo.	Asi zvinodyiwa nevàkasungwa makumbo.
16. Diro ngekupusa kwaro rakati ndisunge.	Diro ngekupusa kwaro rakati ndisunge.
17. Tsuro kakatora tambo kakarisunga.	Tsuro kakatora tambo kakarisunga.
18. Ndizvo rakapiwa uchi.	Ndizvo rakapiwa uchi.
19. Rakadaidzira richiti, tsuro ndisunge!	Rakadaidzira richiti, tsuro ndisunge!
20. Tsuro kakamwa mvura.	Tsuro kakamwa mvura.
21. Kãpedza kakasamba muviri wako.	Kãpedza kakasamba muviri wako.
22. Mumasure kakachera mvura kakaenda.	Mumasure kakachera mvura kakaenda.

23.	Zuva rãakunyura mhukadzose dzakaona diro ãsungwa.	Zuva rãakunyura mhukadzose dzakaona diro ãsungwa.
24.	Dzakaona mvura yãbvundurwa natsuro.	Dzakaona mvura yãbvundurwa natsuro.
25.	Dzakabvunza diro, asi haana kupindura.	Dzakabvunza diro, asi haana kupindura.
26.	Mhuka dzose dzakavamba kuziva kupusa kwediro.	Mhuka dzose dzakavamba kuziva kupusa kwediro.
27.	Ndizvo rakasunungurwa rikatizira mugomo.	Ndizvo rakasunungurwa rikatizira mugomo.

Version C

[redacted]mwe gore mvura [redacted]ramba [redacted]naya. Mhuka [redacted]sango [redacted]shaya [redacted]umwa. [redacted]pang[redacted]a [redacted]hera tsime. Tsuro [redacted]unyope [redacted]ako [redacted]kasvova. [redacted]mwe [redacted]ita basa [redacted]mazuva [redacted]tatu. Kamba [redacted]ti, [redacted]ni ndega[redacted] [redacted]diki? Wana tsuro [redacted]cher[redacted]? [redacted]pangana [redacted]nyima tsuro mvura. [redacted]apedza [redacted]wamba [redacted]mwa. Tsuro [redacted]kanzwa [redacted]mbiri kuti tsime [redacted]kapera. [redacted]kange [redacted]kwana [redacted]nyota. [redacted]funga zano [redacted]uya naro [redacted]tsime. Ka[redacted]uya [redacted]uchi [redacted]ako [redacted]dende. K[redacted]aona [redacted]rindwa [redacted]diro. [redacted]ati sekuru [redacted]ne [redacted]naka. Asi [redacted]dyiwa [redacted]sung[redacted] [redacted]akumbo. Diro [redacted]pusa kwaro [redacted]kati [redacted]sung[redacted]. Tsuro kakator[redacted] tambo kaka[redacted]sung[redacted]. Ndizvo [redacted]kapiw[redacted] uchi. [redacted]daidz[redacted]a ri[redacted]ti, tsuro ndisung[redacted] Tsuro [redacted]mwa mvura. [redacted]pedz[redacted] ka[redacted]samb[redacted] muviri wa[redacted]. [redacted]masure ka[redacted]cher[redacted] mvura [redacted]aend[redacted]. Zuva [redacted]akunyura mhukadzose [redacted]ona diro [redacted]sungwa. [redacted]kaona mvura [redacted]bvund[redacted]a [redacted]tsuro. [redacted]bvunz[redacted] diro, asi [redacted]na [redacted]pind[redacted]a. Mhuka [redacted]ose [redacted]vamba [redacted]ziva kupusa [redacted]diro. Ndi[redacted]o rakasunung[redacted]a [redacted]katiz[redacted] [redacted]gomo.

Version D

Ri[redacted] [redacted] n[redacted] yaka[redacted]a ku[redacted]a. [redacted]a dz[redacted] dzaka[redacted]a choku[redacted]a. Dzaka[redacted]ana ku[redacted]a [redacted]. [redacted] nge[redacted] hwa[redacted] kaka[redacted]a. Dzi[redacted] dzaka[redacted] [redacted]a kwema[redacted] ma[redacted]. [redacted] waka[redacted], ndini [redacted]su mu[redacted]? Wana [redacted] hawa[redacted]iwo su? Dzaka[redacted]a ku[redacted] tsuro [redacted]. Waka[redacted]a waka[redacted]a ku[redacted]. [redacted] kaka[redacted] nge[redacted] kuti [redacted] raka[redacted]a. Kaka[redacted] kã[redacted]a ne[redacted]. Kaka[redacted]a [redacted] reku[redacted] na[redacted] pa[redacted]. Kaka[redacted]a ne[redacted] hwa[redacted] mu[redacted]. Kaka[redacted]a paka[redacted]wa na[redacted]. Kakati [redacted] ndine zvino[redacted]. [redacted] zvino[redacted]iwa nevaka[redacted]wa ma[redacted]. Diro ngeku[redacted] kwa[redacted] rakati ndi[redacted]e. Tsuro kaka[redacted] [redacted] kakari[redacted]. Ndi[redacted] raka[redacted] u[redacted]. Raka[redacted]ra richi[redacted], tsuro ndi[redacted]! Tsuro kaka[redacted] [redacted]. Kã[redacted]a kaka[redacted]a mu[redacted] wa[redacted]. Mu[redacted] kaka[redacted] mvura kaka[redacted]. [redacted] rãaku[redacted]a [redacted]dzose dzaka[redacted]a diro ã[redacted]wa. Dzaka[redacted] mvura yã[redacted]wa na[redacted]. Dzaka[redacted]a diro, asi haa[redacted] ku[redacted]a. Mhuka [redacted] dzaka[redacted] ku[redacted]a ku[redacted]a kwe[redacted]. Ndizvo raka[redacted]a rika[redacted]a mu[redacted].

Questions.

1. Rimwe gore mvura yakanaya here?
   Yakaramba kunaya here?
   Mvura yakaramba kunaya rini?
   Chinyi chakaramba kunaya?

2. Mhuka dzakaona chokumwa here?
Mvura yakaramba kunaya here?
Ndiani vakashaya chokumwa?
Ngenyi mhuka dzakashaya chokumwa?

3. Dzakapangana chekuita here?
Dzakapangana kuenda kurwizi here?
Dzakafunga senyi?
Ngenyi dzaka pangana kuchera mvura?

4. Tsuro kakacherawo here nevamwe?
Kakarara mumvute here?
Ngenyi tsuro kãkasvova?
Ndiani wàkasvova?

5. Dzimwe mhuka dzakasvowawo here?
Dzakachera mvura here?
Ndiani vakaita basa kwemazuva matatu?
Dzakaitenyi?

6. Kamba wakafara ngekusvowa kwatsuro here?
Kakabvunza mubvunzo here?
Kamba vakafunga senyi?
Wakatinyi?

7. Kamba wakataura chiro here?
Wakashatirwa here?
Kamba wakatinyi?
Ndiani wakashatirwa?

8. Mhuka dzakapangana kupa tsuro mvura here?
Tsuro wakapiwa mvura here?
Ngenyi mhuka dzãkapangana kunyima tsuro mvura?
Dzakapanganenyi?

9. Tsime rakange rapera here kucherwa?
Harina kupera here?
Ndiwanaani wakange waakumwa mvura?
Mvura yakavamba kumwiwa rini?

10. Tsuro kakaziwa here kuti tsime riya rakapera?
Kakataurirwa here kuti tsime rakapera?
Kakanzwa senyi?
Ndiani wakakataurira?

11. Kakagara nenyota yako here?
Kakadini?
Ngenyi kakafunga zano rekuuyawo naro patsime?
Kakaita mazano enyi?

12. Rimwe zuva kakauyawo here patsime?
Kakauya nesadza here?
Ndiani wakauya neuchi mudende?
Ngenyi kakauya neuchi?

13. Patsime pakange pachirindwa here?
Paipfigwa here?
Ndiani wakange ari murindi?
Diro waibata basanyi?

14. Izvo tsuro kakasvika, kakataura chiro here?
Kakakumbira mvura here?
Kakataura rini kuti, 'Sekuru ndine zvinonaka'?
Kakataurirenyi kudaro?

15. Kakataurazve chimwe chiro here?
Tsuro kakatamba nadiro here?
Tsuro kakati, zvinonaka zvinodyiwa ngevakaita senyi?
Kaida kuita senyi diro?

16. Diro rakabvuma here kusungwa?
Rakaramba here?
Rakatinyi kuna tsuro ngekupusa kwaro?
Ndiani wakabvuma kusungwa?

17. Tsuro kakasunga diro here?
Diro rakazvisunga here?
Ngenyi tsuro kakasunga diro?
Diro wakasungwa rini?

18. Tsuro kakange kari kutaura idi here?
Kaitaura zvakanaka here?
Ndiani wakapa diro uchi?
Diro wakadyeni?

19. Diro rakanakirwa here ngeuchi?
Rakaramba here kuhudya?
Ndiani wakadaidzira achiti, 'Tsuro ndisunge'?
Diro rakatinyi?

20. Tsuro kakandomira zvako here?
Kakange kasina nyota here?
Kakamwa rini mvura?
Diro wakange aripi?

21. Tsuro kakasamba nemuviri here?
Kakasamba dende here?
Kakasamba papi muviri?
Ndiani wakasambira mutsime?

22. Kakaenda nemvura here kumba?
Kakasiya dende here patsime?
Tsuro kakaendepi nemvura?
Ndiani wakachera mvura?

23. Mhuka dzose dzakazoona diro akarinda mvura here?
Wakange akwira mugomo here?
Diro wakange aitwa senyi natsuro?
Ndiani wakange asungwa?

24. Mhuka dzakaona mvura yakachena here?
Yakange yapera here?
Yakange yaitwa senyi naTsuro.
Ngenyi mvura yakange yabvunduka?

25. Mhuka dzaka bvunza diro here?
Wakapindura here?
Ngenyi diro asina kupindura chiro.
Wakadini?

26. Mhuka dzose dzakaziva here kupusa kweDiro?
Diro wakange akangware here?
Dzakaonenyi kunaDiro?
Ndiani wakaziva kupusa kwadiro?

27. Dzakamurega akadaro here?
Mhuka dzakamutema here?
Rakaendepi izvo rakasunungurwa?
Ngenyi rakatizira mugomo?

1. Mhuka dzinomwepi mvura?
2. Ndiani vanochera tsime?
3. Tsuro anogona kuchera tsime here?
4. Mvura inonaya nguvanyi yegore?
5. Munyika menyu mune matiro here?
6. Mune mhuka dzakawanda zvakadini?
7. Munoziva mazita mangani emhuka?

NEW WORDS

sango (5,6)	veld (with trees)
unyope (14)	laziness
-svova	to sneak off
kamba (9,10)	tortoise
-nyima	to deny, withhold, be stingy with
mbiri (9)	renown, glory, (rumor?)
nyota (9)	thirst
zano (5,6)	stratagem, plan
uchi (14)	honey
-sunga	to tie, bind, fasten
-pusa	
tambo (9,10)	rope, thong
-nyura	to sink, drown
-bvundurwa	to stir up sediment
-bvunda	to become bad, to rot

UNIT 46

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Magondo wakasangana natsuro panzira.	Magondo wakasangana natsuro panzira.
2.	Tsuro wakati, urikuendepi shamwari?	Tsuro wakati, urikuendepi shamwari?
3.	Magondo wakati, kundotsvaka zvekudya.	Magondo wakati, kundotsvaka zvekudya.
4.	Tsuro wakati, tingaenda tese here?	Tsuro wakati, tingaenda tese here?
5.	Kutiuchizogona kutiza ngatiende.	Kutiuchizogona kutiza ngatiende.
6.	Tsuro kakati, kutiza chete, ibasaredu.	Tsuro kakati, kutiza chete, ibasaredu.
7.	Vakabatana vakaenda rwendo rwavo.	Vakabatana vakaenda rwendo rwavo.
8.	Vãrikufamba, vakaona mhuru dzãkarara.	Vãrikufamba, vakaona mhuru dzãkarara.
9.	Magondo wakàvamba kuwowa masirirì.	Magondo wakavamba kuwowa masiriri.
10.	Tsuro kakati, shamwari, imhuru dzevaridzi.	Tsuro kakati, shamwari, imhuru dzevaridzi.

11. Magondo vakati ndadini.	Magondo vakati ndadini.
12. Kakati, waa kuda kubata mhurudzevanhu.	Kakati, waa kuda kubata mhurudzevanhu.
13. Vãri kutaudzana imbwa dzakasvika.	Vãri kutaudzana imbwa dzakasvika.
14. Dzakadzingirira tsuro, panzvimbo yamagondo.	Dzakadzingirira tsuro, panzvimbo yamagondo.
15. Tsuro kakatiza kachiti, handiniba ndimagondo.	Tsuro kakatiza kachiti, handiniba ndimagondo.
16. Ndanyangadza here kutaurira magondo?	Ndanyangadza here kutaurira magondo?
17. Imbwa hadzina kufunga izvozvo.	Imbwa hadzina kufunga izvozvo.
18. Dzaida nyama yatsuro chete.	Dzaida nyama yatsuro chete.
19. Tsuro kakati mutsa unouraisa vakomana.	Tsuro kakati mutsa unouraisa vakomana.
20. Magondo wakasara ãkahwanda, achifunga kutindapona.	Magondo wakasara ãkahwanda, achifunga kutindapona.
21. Varidzi vemhuru vakateera imbwadzavo.	Varidzi vemhuru vakateera imbwadzavo.

22.	Vakaona magondo ãri muchidzere.	Vakaona magondo ãri muchidzere.
23.	Vakamukomba, akati hu-mwi! nditsuro wanga ãva kubata mhuru.	Vakamukomba, akati hu-mwi! nditsuro wanga ãva kubata mhuru.
24.	Varume vakamugarira vakamuuraya.	Varume vakamugarira vakamuuraya.
25.	Tsuro kakaona kuti kaa kubatwa.	Tsuro kakaona kuti kaa kubatwa.
26.	Kakapindamuguru kakahwanda.	Kakapindamuguru kakahwanda.
27.	Kakati tichauraiswa magondo wemwoyo.	Kakati tichauraiswa navana magondo wemwoyo.
28.	Tsuro kakati handichazoteerizve mapenzi.	Tsuro kakati handichazoteerizve mapenzi.

Version C

Magondo [redacted]asang[redacted]a [redacted]tsuro [redacted]nzira. Tsuro [redacted]i, [redacted]ende[redacted] shamwari? Magondo [redacted]ti, ku[redacted]tsvaka [redacted]kudya. Tsuro [redacted]ti, ti[redacted]end[redacted] t[redacted]se here? Kuti[redacted]gona kutiz[redacted] n[redacted]end[redacted]. Tsuro [redacted]ti, kutiz[redacted] chete,[redacted]basa[redacted]. Va[redacted]batana va[redacted]enda [redacted]endo [redacted]avo. [redacted]kufamba, va[redacted]ona mhuru [redacted]rara. Magondo [redacted]vamba [redacted]wowa masiriri. Tsuro [redacted]ti, shamwari,[redacted]mhuru [redacted]varidzi.

Magondo vakati [redacted]dini. Kakati, [redacted] kuda kubata mhuru[redacted]vanhu. [redacted]kutaudzana imbwa [redacted]svik[redacted]. [redacted]dzingir[redacted] tsuro, [redacted]nzvimbo yamagondo. Tsuro kakatiza [redacted]ti, [redacted]ndini[redacted] [redacted]magondo. [redacted]nyanga[redacted]a here kutaur[redacted]a magondo? Imbwa ha[redacted]na [redacted]funga [redacted]zv[redacted]zv[redacted]. Dza[redacted]da nyama [redacted]tsuro chete. Tsuro [redacted]ti mutsa [redacted]uraisa vakomana. Magondo [redacted]sara [redacted]hwanda, [redacted]funga kuti[redacted]pona. [redacted] [redacted]mhuru va[redacted]teer[redacted] imbwa[redacted]. [redacted]ona [redacted]gondo [redacted]ri [redacted]chidzere. Vaka[redacted]komba, [redacted]ti hu-[redacted]i! [redacted]tsuro wanga [redacted]a mhuru. [redacted]rume [redacted]kamugar[redacted]a va[redacted]uraya. Tsuro [redacted]kaona kuti kaa kubatwa. [redacted]pinda[redacted]guru [redacted]hwanda. [redacted]ti ti[redacted]ura[redacted]a navana magondo [redacted]mwoyo. Tsuro [redacted]ti ha[redacted]teeri[redacted] mapenzi.

Version D

Ma[redacted]o waka[redacted]ana na[redacted] pa[redacted]. Tsuro [redacted]ti, [redacted]endepi s[redacted]i? Magondo waka[redacted], kundo[redacted]a zv[redacted]. T[redacted]o [redacted]ti, tinga[redacted] t[redacted] here? [redacted]uchizo[redacted]a ku[redacted]a ngati[redacted]e. Tsuro kaka[redacted], ku[redacted]a [redacted]te, i[redacted]redu. Vaka[redacted]ana vaka[redacted]a r[redacted] [redacted]. Vãriku[redacted]a, vaka[redacted]a mh[redacted] dzãka[redacted]a. M[redacted]o waka[redacted]a ku[redacted]a ma[redacted]. Tsuro kakati, [redacted]i, i[redacted] dze[redacted] Magondo vakati nda[redacted]. Kakati, waa ku[redacted] ku[redacted] [redacted]dzevanhu. Vãri[redacted]ana im[redacted] dzaka[redacted]a. Dzaka[redacted]a [redacted]ro, pa[redacted] yama[redacted]. Tsuro kaka[redacted]a kachi[redacted], hand[redacted]ba ndi[redacted]. Nda[redacted] here ku[redacted]ira magondo? Imbwa hadzi[redacted] ku[redacted] izv[redacted]. Dzai[redacted] [redacted] ya[redacted] ch[redacted]. [redacted]kakati mu[redacted] uno[redacted]a va[redacted]. Magondo waka[redacted]a ãka[redacted]a, achi[redacted]a [redacted]nda[redacted]. Va[redacted] ve[redacted] vaka[redacted]a [redacted]dzavo. Vaka[redacted] ma[redacted] ã[redacted] mu[redacted]. Vaka[redacted], akati [redacted]-mwi! ndi[redacted] wa[redacted] ã[redacted] mhuru. Va[redacted] vaka[redacted]ira vaka[redacted]ya. Tsuro kaka[redacted]a [redacted] kaa ku[redacted] . Kaka[redacted]muguru kaka[redacted]a. Kakati ticha[redacted]wa navana magondo we[redacted]. Tsuro kakati handichazo[redacted]zve ma[redacted].

Questions.

1. Magondo natsuro wakasongana here?
   Wakasongana mugomo here?
   Magondo natsuro wakasonganepi?
   Ndivanaani vakasongana?

2. Tsuro wakabvunza magondo here?
   Wakabvunza diro here?
   Ndiani wakabvunza magondo?
   Ngenyi kakabvunza?

3. Magondo wakapindura here?
   Wakashatirwa here?
   Magondo wakatinyi?
   Ndiani waienda kundotsvaka zvekudya?

4. Tsuro kaidawo here kuenda?
   Kaida kuenda kugadheni here?
   Tsuro wakatinyi kuna magondo?
   Kaida kuendepi namagondo?

5. Magondo wakabvuma here?
   Wakamurambidza here?
   Wakatinyi kuna tsuro?
   Ndiani wavo waigona kutiza?

6. Tsuro kaigonawo here kutiza?
   Kakapindura chiro here kuna magondo?
   Kakatinyi kuna magondo?
   Tsuro kakapindura senyi?

7. Vakafamba vese here parwendo rwavo?
   Tsuro kakange kakaberekwa here?
   Vakafamba zvakadini?
   Ndiani vakafamba vese?

8. Vakaona matiro here munzira?
Vakaona mhuru here?
Ndiani vakaona mhuru?
Dzakange dziripi?

9. Vakaramba vachienda here?
Tsuro vakaruma mhuru here?
Magondo wakadini?
Ndiani wakavamba kuwowa masiriri?

10. Tsuro kaiwowa masiriri here?
Magondo vakange aane mwoyo here?
Wakavamba kudini?
Tsuro kakatinyi kuna magondo?

11. Magondo waida here kuti tsuro azive?
Waida kubatira tsuro here?
Wakatinyi kuna tsuro?
Ndiani wakati ndadini?

12. Tsuro waida kubata mhuru here?
Dzakange dziri mhuru dzamagondo here?
Tsuro kakatinyi kuna magondo?
Ndiani wairambidza?

13. Varikutaudzana pakasvika vanhu here?
Pakasvika imbwa here?
Imbwa dzakasvika rini?
Chinyi chakasvikapo?

14. Dzakadzingirira tsuro here?
Magondo wakarumwa here?
Ndiani wakadzingirirwa?
Ngenyi tsuro akadzingirirwa?

15. Tsuro kakamirapo here?
Kakatiza here?
Ngenyi kakatiza?
Kakaendepi?

16. Tsuro wakaita zvakanaka here?
Imbwa dzakamurega here?
Ngenyi dzakarega magondo?
Ndiani wakamuona?

17. Imbwa dzakazvifunga here?
Dzakarega here tsuro?
Ngenyi dzisina kufunga izvozvo?
Ndiwanaani wasina kuzvifunga?

18. Imbwa dzaida nyama yatsuro here?
Dzaida nyama yamagondo here?
Imbwa dzaidenyi?
Ngenyi dzisina kuda nyama yamagondo?

19. Tsuro kakange kaine shamwari here?
Kaiwa nemutsa here?
Ndiani waiwa nemutsa?
Ngenyi magondo akange asina mutsa?

20. Magondo wakakwira mugomo here?
Wakahwanda here?
Magondo wakafungenyi?
Ngenyi akahwanda?

21. Varidzi vemhuru vakateera magondo here?
Vakateera imbwa dzavo here?
Ndiani wakateera imbwa?
Waidenyi?

22. Wakaona uchi here muchidzere?
Magondo wakange ahwanda muchidzere here?
Magondo wakange aripi?
Ngenyi akange ahwanda?

23. Wakamurega here?
Wakamukomba here?
Ndiani wakakomba magondo?
Ngenyi wakamukomba?

24. Wakapona here?
Wakabva afa here?
Vakamuurairenyi?
Ndiani vakamuuraya?

25. Tsuro kakangwara here?
Kaka pusa here?
Ndiani kakange kakangwara?
Kakaona kutinyi?

26. Kakapinda murwizi here?
Kakahwanda muguru here?
Kakahwandepi?
Ndiani wakapinda muguru?

27. Magondo wakange aina mwoyo here?
Tsuro waiwa nomwoyo here?
Ndiani waiwa nomwoyo?
Ngenyi magondo aiwa nomwoyo?

28. Tsuro kakazoteerazve mapenzi here?
Kakafara here namagondo?
Ndiani asina kuda kuzoteera mapenzi?
Ngenyi kasina kuzodazve kufamba nemapenzi?'

1. Vanhu vanonyanya kufamba senyi kuenda kunyika dzirikure?

2. Vanhu vanogara muNyakatsapa vanoenda nenyi kwaMutare?

3. Vanhu vanodyepi kuti vari muchitima?

4. Mhuka dzinofamba senyi ndwendo?

5. Kunyika kwenyu kunotonhora senyi?

6. Imhukanyi huru dzesango?

7. Kune dzinogara mumvura here?

8. Imhukanyi dzinogara mumvura?

NEW WORDS

mhuru (9,10) calf, foal

-wova masiriri to water at the mouth

-taudzana to converse (?)

mutsa (ideoph. from /-mutsa/?)

-hwanda to hide, be hidden

-pona to escape, recover

chidzere (7,8) small ant hill

hu (ideoph.)

mwi (ideoph.)

benzi (5), mapenzi (6) fool

UNIT 47, Part 1

Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1. Southern Rhodesia ine upfuto hurimuna iyo.	Southern Rhodesia ine upfuto hurimuna iyo.
2. Ine migodhi yemaratya kudai ndi Wankie.	Ine migodhi yemaratya kudai ndi Wankie.
3. Ine nzvimbo iyo simbi Ĩnogadzirwa kudai ngepa Kwekwe.	Ine nzvimbo iyo simbi Ĩnogadzirwa kudai ngepa Kwekwe.
4. Ine nzvimbo dzaakugadzira masabasita.	Ine nzvimbo dzaakugadzira masabasita.
5. Iyo irikufanza kwazvo mumicheni yekugadzira mbatya.	Iyo irikufanza kwazvo mumicheni yekugadzira mbatya.
6. Iri kukura mukugadzira zviro zvakadai ngemafuta, sipo kubva munzungu.	Iri kukura mukugadzira zviro zvakadai ngemafuta, sipo kubva munzungu.
7. Southern Rhodesia irikukura mukugadzira michina yekusandisa.	Southern Rhodesia irikukura mukugadzira michina yekusandisa.

8.	Kune zvirimwa zvizhinji zvirikurimwa kudai nge fodya, magwere, nzungu, michero ne nzimbe.	Kune zvirimwa zvizhinji zvirikurimwa kudai nge fodya, magwere, nzungu, michero ne nzimbe.
9.	Southern Rhodesia inogona kukudza zvipfuyo zvakakwana zvenyama.	Southern Rhodesia inogona kukudza zvipfuyo zvakakwana zvenyama.
10.	Ine nzvimbo idzo michero Ĩnokudzwa kudai ngeMazoe.	Ine nzvimbo idzo michero Ĩnokudzwa kudai ngeMazoe.
11.	Irikukura zve mukukudza nekugadzira tii.	Irikukura zve mukukudza nekugadzira tii.
12.	Southern Rhodesia yawanemanyuko akasimba emagetsi kubva kunedziva raKariba.	Southern Rhodesia yawanemanyuko akasimba emagetsi kubva kunedziva raKariba.
13.	Yawa nenzvimbo apomotokari dzĩrikuvamba kuvakwa.	Yawa nenzvimbo apomotokari dzĩrikuvamba kuvakwa.
14.	Southern Rhodesia irikufanzisa migwagwa yakanaka nekuita kutikufamba kuwe nyore.	Southern Rhodesia irikufanzisa migwagwa yakanaka nekuita kutikufamba kuwe nyore.

15.	Ine zviro zvizhinji zvinobuda nezvinouya.	Ine zviro zvizhinji zvinobuda nezvinouya.
16.	Mumakore mashoma anotevera So. Rhodesia ichava imwe yenyika dzirikufambira mberi.	Mumakore mashoma anotevera So. Rhodesia ichava imwe yenyika dzirikufambira mberi.

Version C

Southern Rhodesia [redacted]ne [redacted]pfuto [redacted]rimuna iyo. [redacted]ne [redacted]godhi [redacted]maratya [redacted]dai [redacted]Wankie. [redacted]e nzvimbo i[redacted] simbi [redacted]gadzir[redacted]a [redacted]dai [redacted]pa Kwekwe. I[redacted] nzvimbo [redacted]kugadz[redacted]a masabasita. I[redacted] iri[redacted]fanza kwazvo [redacted]cheni [redacted]gadzira mbatya. I[redacted]kura [redacted]gadzira [redacted]ro [redacted]dai [redacted]futa, sipo [redacted]ova [redacted]nzungu. Southern Rhodesia [redacted]kura [redacted]gadzira [redacted]china [redacted]sand[redacted]a. [redacted]ne [redacted]rimwa [redacted]zhinji [redacted]kurimwa [redacted]dai [redacted] fodya, magwere, nzungu,[redacted]chero [redacted]nzimbe. Southern Rhodesia [redacted]gona [redacted]kudza [redacted]pfuyo [redacted]kwana [redacted]nyama. Ine nzvimbo [redacted]dzo michero [redacted]kudzwa [redacted]dai [redacted]Mazoe. [redacted]kura[redacted] mukukudza [redacted]gadzira tii. Southern Rhodesia [redacted]manyuko [redacted]simba [redacted]magetsi [redacted]ova [redacted]dziva [redacted]Kariba. [redacted] [redacted]nzvimbo [redacted]motokari [redacted]kuvamba [redacted]vakwa. Southern Rhodesia [redacted]fanzisa [redacted]gwagwa [redacted]kanaka [redacted]ita kuti[redacted]famba [redacted]nyore. Ine zviro [redacted]zhinji [redacted]buda [redacted]uya. [redacted]kore [redacted]shoma [redacted]tevera So. Rhodesia i[redacted]va imwe[redacted]nyika [redacted]ri[redacted]famb[redacted] mberi.

Version D

[redacted] Rhodesia ine u[redacted] [redacted] iyo. Ine mi[redacted] ye[redacted] ku[redacted] ndi Wankie. Ine [redacted] iyo [redacted] Ino[redacted]a ku[redacted]pa Kwekwe. I[redacted] nzvimbo [redacted]dzira ma[redacted]a. Iyo iriku[redacted]a [redacted] mu[redacted] yeku[redacted]ra [redacted]a. Iri ku[redacted]a mu[redacted]ra zvi[redacted] zvaka[redacted] nge[redacted], sipo ku[redacted] mu[redacted]. Southern Rhodesia iriku[redacted]a mukugadzira mi[redacted] yeku[redacted]isa. Kune zvi[redacted] zvi[redacted] zvi[redacted] ku[redacted] nge [redacted], ma[redacted], [redacted],mi[redacted] ne [redacted]. Southern Rhodesia ino[redacted]a ku[redacted]a zvi[redacted]o zvaka[redacted]a zve[redacted]. Ine [redacted] idzo mi[redacted] Ino[redacted]a ku[redacted] n[redacted]. Iriku[redacted]a[redacted] muku[redacted]a neku[redacted]ira tii. [redacted] Rhodesia yawane[redacted] aka[redacted]a e[redacted] kubva kune[redacted] raKariba. Ya[redacted] ne[redacted] apo[redacted] dziriku[redacted]a ku[redacted]a. [redacted] Rhodesia iriku[redacted]isa mi[redacted] yaka[redacted] neku[redacted]a kuti[redacted] ku[redacted]nyore. Ine zvi[redacted] zvi[redacted] zvi[redacted] nezvi[redacted]. Mu[redacted] ma[redacted] ano[redacted]a [redacted] Rhodesia icha[redacted] i[redacted] ye[redacted]a dziriku[redacted]a [redacted]i.

Questions.

1. Southern Rhodesia ineupfuto here?
   Southern Rhodesia ine chando here?
   Southern Rhodesia inenyi?
   Ndiani ine upfuto?

2. Ine migodi yemaratya here?
   Ine minda ye ndodzi here?
   Ine migodinyi?
   Iripi migodi yacho?

3. Ine nzvimbo dzinogadzirwa simbi here?
   Ine nzvimbo dzemari here?
   Inenzvimbo dzakadini?
   Imwe iripi?

4. Ine nzvimbo dzekugadzira masabasita here?
Ine nzvimbo dze gungwa here?
Ine nzvimbonyi?
Simbi inogadzirwepi?

5. Irikufanza mukugadzira micheni here?
Irikufanza mukufamba here?
Irikukurenyi?
Ndiani arikukura?

6. Irikukura mukugadzira mafuta here?
Irikukura mukuvaka here?
Irikufanzisenyi?
Inogadzirenyi?

7. Southern Rhodesia irikukura here?
Southern Rhodesia irikumira here?
Iri kukurenyi?
Micheninyi irikugadzirwa?

8. Kune zvirimwa zvizhinji here?
Iri kurima mari here?
Zvirimwanyi zviri kurimwa?
Zvirikurimwe pi?

9. Inogona kupfuya zvipfuyo here?
Ine zvipfuyo zvishoma here?
Inopfuyenyi?
Zvipfuyo zvizhinji zvacho ngezvenyi?

10. Ine nzvimbo dzekukudza michero here?
Ine nzvimbo dzekukudza vanhuhere?
Inokudzwepi?
Chinyi chinokudzwa?

11. Irikukura zve mukugadzira tii here?
Iri kukura zve mukusona here?
Irikukurenyi?
Irikugadzirenyi?

12. Yawa nemanyuko emagetsi akasimba here?
Yawa nemanyuko mazhinji here?
Yawa nenyiko?
Anobvepi aya manyuko?

13. Yawa nepekugadzirira motokari here?
Yawa nepekugadzirira mwoto here?
Chinyi chawa kuwamba kuvakwa?
Inzvimbo yenyi?

14. Southern Rhodesia irikufanzisa migwagwa here?
Irikuti kufamba kunetse here?
Irikufanzisenyi?
Ngenyi irikufanziswa?

15. Ine zvinobuda nezvino uya here?
Ine zvinogara here?

16. Ichafambira mberi here?
Ichava imwe yenyika dzemhiri here?
Ichafambira mberi rini?
Ndiani ichafambira mberi?

1. Nyika yenyu ineupfuto here?

2. Upfumi hwayo hwakanyanyirepi?

3. Ngenyi vekumusoro vasikanyanyi kukudza zvirimwa?

4. Migwagwa yenyumikuru yakawambwa rini?

5. Ndege nemotokare zvinogadzirwa senyi?

6. Nyika yenyu inezvinhu zvinouya here?

7. Munenzvimbo apo simbi dzinogadzirwa here?

8. Migodhi yenyi iri muno?

NEW WORDS

upfuto (14)		fodya (9)	tobacco
maratya (6)	coal	nzimbe (9)	sugar cane
simbi (9)	iron, iron object	manyuko (5,6)	source
masabasita(6)	asbestos	magetsi(6)	electricty
-fanza	to be widespread (?)	-dziva (5) madziva (6)	pool, lake

UNIT 47, Part II

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Southern Rhodesia yakaganurwa kumusoro norwizi rwaZambezi.	Southern Rhodesia yakaganurwa kumusoro norwizi rwaZambezi.
2.	Kunhasi yakaganurwa norwizi rwaLimpopo.	Kunhasi yakaganurwa norwizi rwaLimpopo.
3.	Kumabvazuva kunenyika yeMaputukezi.	Kumabvazuva kunenyika yeMaputukezi.
4.	Kumanyurazuva kuneBechuanaland.	Kumanyurazuva kuneBechuanaland.
5.	Iri mumutsetse wemakumi mairi panhasi peEquator.	Iri mumutsetse wemakumi mairi panhasi peEquator.
6.	Inehuvandu hwavanhu vanodarika mamirioni mana.	Inehuvandu hwavanhu vanodarika mamirioni mana.

7. Guta rayoguru rinonzi Harare.	Guta rayoguru rinonzi Harare.
8. Inezve maguta makuru akadai ndi, Mutare, Kwekwe,Gweru,neBuruwayo.	Inezve maguta makuru akadai ndi, Mutare, Kwekwe,Gweru,neBuruwayo.
9. So. Rhodesia inenzvimbo zhinji dzinofadza.	So. Rhodesia inenzvimbo zhinji dzinofadza.
10. Ine tsvingwe dzaZimbahwe, chitubu chinopisa, mapopopo aZambezi neMakomo eNyanga.	Ine tsvingwe dzaZimbahwe, chitubu chinopisa, mapopopo aZambezi neMakomo eNyanga.
11. Ine ndwizi huru dzinonga nhanhatu chete.	Ine ndwizi huru dzinonga nhanhatu chete.
12. So. Rhodesia inemhando zhinji dzemhuka.	So. Rhodesia inemhando zhinji dzemhuka.
13. Dzimwe nzvimbo dzayo dzinotonhora dzimwe dzinopisa.	Dzimwe nzvimbo dzayo dzinotonhora dzimwe dzinopisa.

Version C

Southern Rhodesia [redacted]ganurwa [redacted]musoro [redacted]rwizi [redacted]Zambezi. [redacted]hasi [redacted]ganurwa [redacted]rwizi [redacted]Limpopo. [redacted]mabvazuva [redacted]yika [redacted] Maputukezi. [redacted]anyurazuva [redacted]echuanaland. [redacted]ri [redacted]tsetse [redacted]kumi [redacted]iri [redacted]hasi peEquator. [redacted]huvandu [redacted]vanhu [redacted]darika [redacted]mirioni [redacted]na. Guta [redacted]guru [redacted]nzi Harare. Ine[redacted] maguta [redacted]kuru [redacted]dai ndi, Mutare, Kwekwe,Gweru,neBuruwayo. So. Rhodesia [redacted]nzvimbo [redacted]zhinji [redacted]fadza. Ine tsvingwe [redacted]Zimbahwe, [redacted]tubu [redacted]pisa, [redacted]popopo aZambezi neMakomo [redacted]Nyanga. [redacted]ne [redacted]izi huru dzi[redacted]nga [redacted]anhatu chete. So. Rhodesia [redacted]mhando zhinji [redacted]mhuka. [redacted]mwe nzvimbo [redacted]aya [redacted]notonhora [redacted]mwe [redacted]pisa.

Version D

Southern Rhodesia yaka[redacted]rwa kumu[redacted] [redacted]izi rwa[redacted]. Ku[redacted] yaka[redacted] norwizi rwa[redacted]. Ku[redacted]a kune[redacted] ye[redacted]. Kuma[redacted]zuva kune[redacted]naland. Iri mum[redacted] wema[redacted] ma[redacted] pa[redacted] peEquator. Inehu[redacted]hwa[redacted] vanod[redacted] ma[redacted] ma[redacted]. [redacted] rayo[redacted] rino[redacted] Harare. I[redacted] ma[redacted] ma[redacted] aka[redacted] ndi, [redacted]tare, Kwe[redacted],[redacted]eru ne[redacted]wayo. So. Rhodesia ine[redacted] zh[redacted] dzino[redacted]a. Ine tsv[redacted] dzaZimbahwe, [redacted] chino[redacted]a, ma[redacted]o aZambezi n[redacted] eNyanga. Ine [redacted] huru dzino[redacted] nh[redacted]u ch[redacted]. So. Rhodesia ine[redacted] zhinji dze[redacted]. Dz[redacted] nz[redacted] dza[redacted] dzino[redacted] dzimwe dzino[redacted].

Questions.

1. Southern Rhodesia yakaganurwa kumusoro here?
   Yakaganurwa negungwa here?
   Rwizinyi rwakaganura kumusoro?
   Yakaganuka senyi?

2. Kunhasi yakaganurwa here?
   Yakaganurwa nemakomo here?
   Rwizinyi rwakaganura nhasi?
   Rwakaganura senyi?

3. Kumabvazuva kwakaganurwa naMaputukezi here?
Kune gungwa here kumabva zuva?
Yakaganurwa nenyi?
Ndiani vakaiganura?

4. Kumanyura zuva kuneBechuanaland here?
Kune gungwa here?
Ko, inyikanyi irikumanyura zuva?
Irikupi?

5. Rhodesia iri mumutsetse wemakumi mairi here panhasi paEquator?
Iri pamusoro peEquator here?
Iripapiko zvino?
Iri mumutsetse nyi?

6. Inehuvandu hwe vanhu here?
Ine vanhu vashoma here?
Ine huvandu hwakadini?
Hunodarika mamirioni mangani?

7. Southern Rhodesia ine guta guru here?
Ine guta duku here?
Ndiani zita reguta rayo guru?
Riripi iri guta?

8. Ine mamwe maguta makuru here?
Ine dzimba duku here?
Ndiani mazita emamwe maguta?
Mamwe aripi?

9. Mune nzvimbo dzinofadza here?
Mune nzvimbo dzinochemedza here?
Ndiani mazita edzimwe nzvimbo dzinofadza?
Dzimwe dzinofadza dziripi?

10. Munoziva mazita adzo here?
Mazita adzo aripo here?
Ndiani mazita adzo?
Ngenyi dzichiziwikana?

11. Ine ndwizi huru here?
Ine gungwa here?
Indwizinyi huru?
Dzinoendepi?

12. Mune mhando zhinji here dze mhuka?
Dziri munyika yose here?
Dzino dyenyi?
Dzino nyanyoonekepi?

13. Dzimwe nzvimbo dzayo dzinotonhora here?
Dzinotonhora nguwa dzose here?
Ngenyi dzichitonhora?
Dzinopisa dziripi?

1. Makambofunda nekuganurwa kweRhodesia here?

2. Nyika yenyu yakaganurwa neyi?

3. Guta guru renyu rinonzi ani?

4. Ndwizi dzenyu huru dziripi?

5. Ngenyi musina mhando dzese dzemhuka?

6. Mune nzvimbo ngani dzinofadza?

7. Ngenyi musati maona tsvingwe dzeZimbahwe?

8. Ndiani vanogara kunopisa?

NEW WORDS

-ganura (or: -ganhura) to limit, divide, bound

musoro (3,4) head (here, north)

kunhasi (here, south)

kumabvazuva east

nyika (9) land

kumanyurazuva west

mutsetse (3,4) line (here, parallel of latitude)

huwandu (14) amount ('numerousness')

-darika (lit., to jump over), to exceed

tsvingwe (9,10)

chitubu (7,8) spring (of water)

mapopopo (6) heavy flow

gungwa (5), magungwa (6) large stretch of water, sea

UNIT 48, Part I

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Rhodesia yakati nyangarora mazuva ano.	Rhodesia yakati nyangarora mazuva ano.
2.	Hurumende irikukarirwa kuti ienzane muzvinhu zvose.	Hurumende irikukarirwa kuti ienzane muzvinhu zvose.
3.	Tiri kukarira vazhinji kuti vabatsire.	Tiri kukarira vazhinji kuti vabatsire.
4.	Nhengo dzeCommonwealth dziri kutarisira utongi hwakanaka muRhodesia.	Nhengo dzeCommonwealth dziri kutarisira utongi hwakanaka muRhodesia.
5.	Tinokoya kuona nhengo dzakaenzana muutongi hwadzo.	Tinokoya kuona nhengo dzakaenzana muutongi hwadzo.
6.	Nyasaland yawa patyo pekuita zvese izvi.	Nyasaland yawa patyo pekuita zvese izvi.
7.	Pasi rose rakanangisira chimiro cheiyinyika chemangwana.	Pasi rose rakanangisira chimiro cheiyinyika chemangwana.

8.	Iri kutsvaka nzira yekuti fundo iwenyoro kumunhu vose.	Iri kutsvaka nzira yekuti fundo iwenyore kumunhu vose.
9.	Mapepa nhau arikutaura zvizhinji ngeiyi nyika.	Mapepa nhau arikutaura zvizhinji ngeiyi nyika.
10.	Tirikunangisira nhengo zhinji kumirira nyikayadzo.	Tirikunangisira nhengo zhinji kumirira nyikayadzo.
11.	Mapepa nhau edu anorondedzera zvirikuitika nhasi.	Mapepa nhau edu anorondedzera zvirikuitika nhasi.
12.	Vanhu vazhinji vanekutaura kuzhinji ngemamiriro ehutongi.	Vanhu vazhinji vanekutaura kuzhinji ngemamiriro ehutongi.
13.	Tichafara zvikuru nokusanduka kurikuita nyika dzose.	Tichafara zvikuru nokusanduka kurikuita nyika dzose.
14.	Zviri mumaziso ehutongi kutihuve maererano nenyika.	Zviri mumaziso ehutongi kutihuve maererano nenyika.

15.	Hutongi huzhinji hwepasi rose hurikusanduka kuva hutsva.	Hutongi huzhinji hwepasi rose hurikusanduka kuva hutsva.
16.	Vanhu vanofunda mapepanhau vane pfungwa dzakafanza.	Vanhu vanofunda mapepanhau vane pfungwa dzakafanza.
17.	Nyika dzose dzinodakuti vanhuvadzo vafunde mabasa ose.	Nyika dzose dzinodakuti vanhuvadzo vafunde mabasa ose.

Version C

Rhodesia [redacted]ti nyangarora [redacted]zuva [redacted]no. Hurumende [redacted]karirwa [redacted] [redacted]enzane mu[redacted]nhu [redacted]ose. [redacted]ri [redacted]kar[redacted]a [redacted]zhinji kuti vabatsir[redacted]. Nhengo [redacted]eCommonwealth [redacted]iri kutarisir[redacted] utong[redacted] [redacted]anaka [redacted]Rhodesia. [redacted]koya [redacted]ona nhengo [redacted]enz[redacted]a [redacted]utongi [redacted]dzo. Nyasaland [redacted]wa patyo [redacted]ita [redacted]e izv[redacted] Pasi [redacted]ose [redacted]nangisira [redacted]miro [redacted]iyinyika [redacted]mangwana. Iri [redacted]tsvaka nzira [redacted]uti fundo [redacted]nyore [redacted]munhu [redacted]se. [redacted]pepa nhau a[redacted]taura [redacted]zhinji [redacted]iyi nyika. [redacted]rikunang[redacted]a nhengo[redacted]zhinji kumir[redacted]a nyika[redacted]dzo. Mapepa nhau [redacted]du anorond[redacted]a [redacted]kuitikanhasi. [redacted]nhu [redacted]zhinji [redacted]kutaura [redacted]zhinji [redacted]miriro [redacted]tongi. [redacted]fara [redacted]kuru [redacted]kusand[redacted]a [redacted]kuita nyika [redacted]se. [redacted]ri [redacted]ziso [redacted]tongi kuti[redacted]ve [redacted]ererano [redacted]nyika. [redacted]tongi [redacted]zhinji [redacted]pasi [redacted]se [redacted]ri[redacted]sand[redacted]a kuva [redacted]tsva. Vanhu [redacted]funda [redacted]pepanhau [redacted] pfungwa [redacted]fanza. Nyika [redacted]se dzinoda[redacted] vanhu[redacted] vafund[redacted] mabasa [redacted]se.

Version D

Rhodesia [redacted]ti [redacted]ra ma[redacted] ano. H[redacted] iriku[redacted]a kuti i[redacted]ne mu[redacted] zvose. Tiri ku[redacted]ra va[redacted] kuti va[redacted]e. Nh[redacted] dze[redacted] dziri ku[redacted]a u[redacted]i hwaka[redacted] muRhodesia. Tino[redacted]a kuona [redacted] dzaka[redacted]ana mu[redacted] hwa[redacted]. [redacted] ya[redacted] pa[redacted] pe[redacted] zv[redacted] izvi. [redacted] rose raka[redacted]ira chi[redacted] cheiyi[redacted] che[redacted]. Iri ku[redacted]a [redacted] yekuti fundo i[redacted]e [redacted]munhu [redacted]se. Ma[redacted] ariku[redacted] zvi[redacted] ngeiyi [redacted]. Tiriku[redacted] nhengo [redacted] ku[redacted]ira [redacted]yadzo. Ma[redacted] edu ano[redacted]a zviriku[redacted]a nhasi. Va[redacted] va[redacted] vane[redacted] ku[redacted] ngema[redacted] ehu[redacted]. Ticha[redacted] zvi[redacted] noku[redacted]uka kuri[redacted] nyika [redacted]. Zviri mu[redacted] ehu[redacted] kuti[redacted] ma[redacted] ne[redacted]. [redacted]ngi hu[redacted] hwe[redacted] [redacted]ose huriku[redacted]a kuva hu[redacted]. Vanhu vano[redacted] ma[redacted]nhau vane [redacted]a dzaka[redacted]. [redacted] dzose dzino[redacted]kuti [redacted]adzo va[redacted]e ma[redacted] ose.

Questions.

1. Rhodesia yakanyangararika here mazuva ano?
   Yaka nyarara here mazuva ano?
   Inyi yaka nyangararika mazuva ano?
   Ngenyi yakadaro?

2. Hurumende iri kukarirwa kuti ienzane here?
   Iri kudikana kuenzana zvishoma here?
   Ngenyi iri kukarirwa kudaro?
   Ngepi uko inodikanwa kudaro?

3. Tiri kukarira vazhinji here kubatsira?
   Tiri kukarira vairi here kubatsira?
   Ndiani ari kuvakarira?
   Ngenyi varikukarira?

4. Nhengo dzose dziri kutarisira utongi hwakanaka here?
Nhengo shoma dziri kutarisira utongi hwakanaka here?
Ndiani arikutarisira uhu hutongi?
Ngenyi varikuhutarisira?

5. Tinokoya kuona nhengo dzakaenzana here?
Vanhu vanokoya nhengo shoma here?
Dzinodikanwepi?
Ngenyi dzichidikanwa?

6. Nyasaland yawa patyo here?
Nyika dzose dzava patyo here?
Ndiani wawa patyo?
Ngenyi wawa patyo?

7. Pasi rose rakanangisira here chimiro chayo chamangwana?
Rutiwi rwenyika rwaka rekerera here chimiro chayo?
Ngenyi pasi rose riri kufunga kudaro?
Rinofunga kudaro rini?

8. Iri kutsvaka nzira yofundo here kumunhu vose?
Iri kushaya fundo here kumunhu wose?
Iri kutsvakenyi?
Ngenyi iri kutsvaka?

9. Mapepanhau arikutaura zvizhinji here ngenyika?
Mapepanhau arikutaura ngeCanada here?
Ari kunyanyotaurenyi?
Zvino taurwepi?

10. Nhengo zhinji dzirikunangisirwa kumirira nyika yadzo here?
Nhengo zhinji dziri kunangisirwa kunze here?
Dzinomirirenyi?
Ndiani anomirira?

11. Mapepa nhau ano rondedzerenyi?
Anorondedzera nhema here?
Chinyi chinorondedzera?
Anorondedzerepi?

12. Vanokutaura kuzhinji here?
Vanokutaura kushoma here?
Mamiriro enyi?
Ndiani vanokutaura?

13. Vanhu vachafara here?
    Nyika ichadzikira here?
    Tichafara nenyiko?
    Nyika ichaitenyi?

14. Zviri mumaziso here?
    Zviri muguta here?
    Ngezvenyi zvirimumaziso?
    Hunoda kuva maererano nenyi?

15. Hutongi hwepasi rose huri kusanduka here?
    Hutongi huzhinji hwakamira here?
    Chinyi chiri kuitika?
    Ngenyi huri kusanduka?

16. Vanhu vanofunda mapepanhau vanepfungwa dzakafanza here?
    Vane maziso akakura here?
    Ndiani ane pfungwa dzakafanza?
    Ngenyi dzakafanza?

17. Nyika dzose dzinoda kuti vanhu vadzo vafunde here?
    Inodakuti vanhu vayo vafunde basarimwe here?
    Nyika dzase dzinodenyi?
    Ndiani anoda kuti vafunde?

1. Nyika yenyu yakanyangararika wohere?

2. Mune nhengo dzeCommonwealth ngani?

3. Marudzinyi arikumusha kwenyu?

4. Vanhu venyu vanobatsirawo here?

5. Vanhu venyu vakanangisirenyi?

6. Hutongi hwenyu hunobvepi?

7. Vanhu vanofundiswa senyi?

NEW WORDS

nyangarara ideoph., of being disorderly
-karira to forbid forcefully(?)
nhengo (9,10) member
-tarisira to hope for
utongi(14) government

-koya
chimiro (7) conduct (?), bearing
-rondedzera
mamiriro (6) shape (?), representation (?)
-nyarara to be quiet

UNIT 48, Part II

Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1. Mapepa nhau akapandaniswa muzvikwata zvakasiyana.	Mapepa nhau akapandaniswa muzvikwata zvakasiyana.
2. Mamwe anodindwa pazuva rimwe narimwe.	Mamwe anodindwa pazuva rimwe narimwe.
3. Mamwe anonzi 'week end edition.'	Mamwe anonzi 'week end edition.'
4. Mapepa nhau anodaidzira nemitengo yezvinhu.	Mapepa nhau anodaidzira nemitengo yezvinhu.
5. Ndimozve vanhu vanotaura nemitambo yakasiyana.	Ndimozve vanhu vanotaura nemitambo yakasiyana.
6. Vanhu vanonzwa nyaya dzakasiyana kubva muma-pepanhau.	Vanhu vanonzwa nyaya dzakasiyana kubva muma pepanhau.

7.	Mabasa mazhinji anonzwika kubudikidza namapepa nhau.	Mabasa mazhinji anonzwika kubudikidza namapepa nhau.
8.	Mamwe masoko emhiri kwogungwa anonzwika muma pepa nhau.	Mamwe masoko emhiri kwogungwa anonzwika muma pepa nhau.

Version C

Mapepa nhau [redacted]pandaniswa [redacted]ikwata [redacted]siyana. [redacted]mwe [redacted]dindwa [redacted]zuva rimwe [redacted]mwe. [redacted]mwe [redacted]nzi 'week end [redacted]on.' Mapepa nhau [redacted]daidz[redacted]a [redacted]mitengo [redacted]zvinhu. [redacted]mozve vanhu [redacted]taura [redacted]tambo [redacted]siy[redacted]a. Vanhu va[redacted]nzwa nyaya [redacted]siy[redacted]a [redacted]bva [redacted]ma pepa nhau. Mabasa [redacted]zhinji [redacted]nzwika kubudik[redacted] [redacted]pepa nhau. [redacted]mwe [redacted]soko [redacted]mhiri [redacted]gungwa anonzw[redacted]a mumapepa nhau.

Version D

Mapepa nhau aka[redacted]iswa muzvi[redacted] zvaka[redacted]a. [redacted]mwe ano[redacted]a pa[redacted] ri[redacted] nari[redacted]. Mamwe ano[redacted] '[redacted].' Mapepa[redacted] ano[redacted]a nemi[redacted]y[redacted]u. Ndi[redacted]zve va[redacted] vano[redacted] nemi[redacted] yaka[redacted]na. Va[redacted] vano[redacted] [redacted] dzaka[redacted]a ku[redacted] muma pepa nhau. Ma[redacted] ma[redacted] anon[redacted]a ku[redacted]a namapepa nhau. Mamwe ma[redacted] [redacted] kw[redacted]a anon[redacted]a mumapepa nhau.

Questions.

1. Mapepa nhau akapandaniswa here?
   Mabhuku akapandaniswa here?
   Chinyi chakapandaniswa?
   Aka pandaniswa muzvikwata zvingani?

2. Anodindwa pazuva rimwe narimwe here?
   Anodindwa pagore here?
   Anodindwa kwenguwanyi?
   Anoitwa senyi?

3. Ane mazita here?
   Anonzi mabuku here?
   Aya mapepa nhau anonzinyi?
   Ndiani anoada?

4. Anodaidzira nomitengo here?
   Vanhu havaadi here?
   Anodaidzirenyi?
   Ndiani anodaidzira nemitengo?

5. Vanhu vanotaura nemitambo here?
   Vanotaura nemakomo here?
   Vanotaura nenyi?
   Vanotaurirepi?

6. Vanonzwa nyaya dzakasiyana here?
   Vanonzwa nyaya dzimwedzo here?
   Ndiani anonzwa nyaya?
   Inyayanyi?

7. Mabasa anonzwika here?
   Mabhuku anotaura nemabasa here?
   Mabasa anonzwikepi?
   Anonyorwepi?

8. Masoko emhiri kwogungwa anonzwika here?
   Masoko emuno anonzwika here?
   Masokonyi anonzwika?
   Anonzwikepi?

1. Mapepanhau enyu anonyorwa mumutauronyi?
2. Imhandonyi dzenyaya dzinotaurwa?
3. Mabasa anodaidzirwawo here mumapepa nhau?
4. Aya masoko anonyorwa nenyi?
5. Mune mhando ngani dzemapepanhau?
6. Ndiani anomutaurira masoko emhiri?

NEW WORDS

-pandanisa	divide, separate
chikwata (7,8)	small group
-dinda	to press, print
-ṇzwika	to be known, understood
-budikidza	to come out of, through

UNIT 49, Part I

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Vadzimai vazhinji kwazvo vava nhengo dzemisono.	Vadzimai vazhinji kwazvo vava nhengo dzemisono.
2.	Vanosangana pamwe nguva zhinji.	Vanosangana pamwe nguva zhinji.
3.	Vane dzimudzangara vanoteerera mumhepo.	Vane dzimudzangara vanoteerera mumhepo.
4.	Mumisono umu, vanodzidziswa zvinhu zvizhinji.	Mumisono umu, vanodzidziswa zvinhu zvizhinji.
5.	Mune vatungamiriri muchikwata chimwe nachimwe.	Mune vatungamiriri muchikwata chimwe nachimwe.
6.	Ava vatungamiri vanotsarwa ngekukura kweunhengo.	Ava vatungamiri vanotsarwa ngekukura kweunhengo.
7.	Mumisangano umu munodzidziswa ngekugeza, kuchisa,kuruka,nekusona.	Mumisangano umu munodzidziswa ngekugeza, kuchisa,kuruka, nekusona.
8.	Munodzidziswazve ngekuchengeta dzimba, vana, kubika,nekutamba mitambo.	Munodzidziswazve ngekuchengeta dzimba, vana, kubika, nekutamba mitambo.

9.	Kunoitwa musangano mukuru kamwe pagore.	Kunoitwa musangano mukuru kamwe pagore.
10.	Kumusangano uyu kunoenda mumiriri umwe kubva mumisangano yakasiyanasiyana.	Kumusangano uyu kunoenda mumiriri umwe kubva mumisangano yakasiyanasiyana.
11.	Hurumende inobatsirawo ngekunyora nekutumira zvimwe zvidzidzo.	Hurumende inobatsirawo ngekunyora nekutumira zvimwe zvidzidzo.
12.	Vadzimai vazhinji vari kufara kuwa nhengo dzemisangano.	Vadzimai vazhinji vari kufara kuwa nhengo dzemisangano.

Version C

[redacted]mai [redacted]zhinji kwazvo [redacted]va nhengo [redacted]misono. [redacted]sangana [redacted] nguva zhinji. Vane [redacted]dzangara [redacted]teerera [redacted]nhepo. Mumi[redacted] umu, vanodzidz[redacted]a zvinhu [redacted]zhinji. Mune [redacted]tungam[redacted]i muchi[redacted]a chimwe [redacted]mwe. [redacted]va [redacted]tungamiri [redacted]tsar[redacted]a [redacted]kura [redacted]unhengo. [redacted]sangano umu [redacted]nodzidz[redacted]a [redacted]geza, [redacted]chisa, kuruka, [redacted]sona. Munodzidzis[redacted] [redacted]chengeta [redacted]mba, [redacted]na, kubika, [redacted]tamba [redacted]tambo. [redacted]itwa [redacted]sangano [redacted]kuru [redacted]mwe [redacted]gore. [redacted]sangano uyu [redacted]noenda mumiriri [redacted]mwe kubva [redacted]sangano [redacted]siyanasiyana. Hurumende [redacted]nobats[redacted] [redacted]nyora [redacted]utumira [redacted]mwe [redacted]dzidzo. [redacted]mai [redacted]zhinji [redacted]i kufara [redacted] nhengo [redacted]misangano.

Version D

Vadzi[redacted] va[redacted] kwazvo va[redacted] nh[redacted]o dzemi[redacted]. Vano[redacted]a pa[redacted] [redacted] zhinji. Va[redacted] dzimu[redacted] vano[redacted]ra mu[redacted]o. Mumi[redacted] [redacted], vano[redacted]wa zvi[redacted] zvi[redacted]i. Mu[redacted] va[redacted]i muchi[redacted]a chi[redacted] nachi[redacted]. Ava va[redacted] vano[redacted]a ngeku[redacted]a kw[redacted]. Mumi[redacted] umu muno[redacted]a nge[redacted], ku[redacted]a, ku[redacted]a neku[redacted]. Muno[redacted]zve ngeku[redacted]a dzi[redacted], va[redacted], ku[redacted] neku[redacted]a mi[redacted]o. Kuno[redacted]a mu[redacted] mu[redacted] ka[redacted] pa[redacted]. Kumu[redacted]uyu kuno[redacted]a mu[redacted] u[redacted] ku[redacted] mumi[redacted] yaka[redacted]. Hu[redacted] ino[redacted]wo ngeku[redacted]a neku[redacted] zvi[redacted] zvi[redacted]. Vadzi[redacted] va[redacted] va[redacted] ku[redacted]a ku[redacted] [redacted] dzemi[redacted]ano.

Questions.

1. Vadzimai vazhinji here vava mumisano?
   Vadzimai vashoma here mumisono?
   Kune vadzimai vakavanda senyi mumisono?
   Ndiani vave nhengo dzemisono?

2. Yanosangana pamwe here?
   Havambosangari pamwe here?
   Ndiani vanosangana pamwe?
   Ngenyi vachisangana pamwe?

3. Vanoteererawo mumhepo here?
   Havateereri mumhepo here?
   Vanonzwa senyi zvemumhepo?
   Ndiani vanoteerera mumhepo?

4. Vanodzidziswa zvinhu zvizhinji here?
   Vanodzidza zvishoma here?
   Vadzimai vanodzidzira papi zvinhu zvizhinji?
   Ndivanaani vanodzidza zvizhinji?

5. Muzvikwata izvi mune vatungamiriri here?
Mune vachairi here?
Vatungamiriri vanovanda senyi muzvikwata umu?
Ngenyi vasikanyanyi kuvanda?

6. Vatungamiriri vanotsarwa vazhinji here?
Vanotsarwa ngeuwandu hweunhengo here?
Ava vatungamiri vanotsarwa senyi?
Ndiani anovatsara?

7. Munodzidziswa kuchaira motakari here?
Munodzidziswa nekuchisa here?
Zvakavanda senyi zvinodzidziswamo?
Ngenyi vachidzidziswa zvizhinji?

8. Vanodzidziswa here kubika nekuchenesa dzimba?
Vanodzidziswa nekuruka here?
Ngenyi vachidzidziswa kuruka nekuchengeta vana?
Vano dzidzirepi?

9. Vanoita here musangano mukuru vegore?
Vanoita misangano mikuru kashanu pagore here?
Vanoita kangani musangano wepagore?
Ngenyi vachiita musangano vegore?

10. Vanotumira vamiriri here kumusangano vegore?
Kunotumirwa vabiki here?
Ngenyi vachitumira vamiriri kubva mumisono yakasiyana?
Ndiani vanotumirwa?

11. Hurumende inobatsirawo here?
Haina nechekuita ndizvo here?
Ndiani anobatsirawo ngekutumira zvimwe zvidzidzo?

12. Vadzimai vanozvifarira here kuva nhengo?
Vanofaira kuva vatungamiriri here?
Ngenyi vachifarira iyi misangano?
Ndiani vanozvifarira?

1. Munodzidzirepi kusona?
2. Munosangana pamwe here?
3. Musangano mukuru unoitwa kangani pagore?
4. Masoko mazhinji anobva kupi?
5. Vadzimai vekwenyu vanodzidzirepi kutaura mitauro?

NEW WORDS

musono (3,4)	seam; here, 'sewing circle' (?)	-tsara	to pull hard (?), to run away (?)
dzimudzangara	radio	-ruka	to knit, weave

UNIT 49, Part II

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Kune hosha iri kutambudza kwazvo yechikosoro.	Kune hosha iri kutambudza kwazo yechikosoro.
2.	Iyi hosha iri hosha inobatira.	Iyi hosha iri hosha inobatira.
3.	Zvakatora nguva huru kuti iyi hosha irapwe.	Zvakatora nguva huru kuti iyi hosha irapwe.
4.	Mazuva ano vanhu vazhinji vave kurapwa.	Mazuva ano vanhu vazhinji vave kurapwa.

5.	Hurumende iri kuita basa basa rekudzivirira iyi hosha ngekubaya majekiseni.	Hurumende iri kuita basa basa rekudzivirira iyi hosha ngekubaya majekiseni.
6.	Iyo hurumende iri kutumira zvidzidzo ngekudzivirira iyi hosha.	Iyo hurumende iri kutumira zvidzidzo ngekudzivirira iyi hosha.
7.	Izvi zvidzidzo zvinotaura ngekudya kwakanaka.	Izvi zvidzidzo zvinotaura ngekudya kwakanaka.
8.	Kugara mudzimba dzine mafafitera akakura.	Kugara mudzimba dzine mafafitera akakura.
9.	Zvakafanirazve kuti vanhu vapfeke nekufuka zvinodziya.	Zvakafanirazve kuti vanhu vapfeke nekufuka zvinodziya.

Version C

[redacted]ne hosha [redacted]ri kutambu[redacted]a kwazvo [redacted]kosoro. [redacted]i hosha [redacted]ri hosha [redacted]bat[redacted]a. [redacted]tora nguva huru kuti [redacted]i hosha [redacted]rap[redacted]e. [redacted]zuva [redacted]no vanhu [redacted]zhinji vav[redacted] kurap[redacted]a. Hurumende [redacted]ri [redacted]ita basa [redacted] [redacted]dzivir[redacted]a i[redacted] hosha [redacted]baya [redacted]jekiseni. [redacted]o hurumende [redacted]ri [redacted]tumira [redacted]dzidzo [redacted]dziv[redacted]a iyi hosha. Izvi [redacted]dzidzo zvi[redacted]taura [redacted]dya [redacted]kanaka. [redacted]gara [redacted]mba [redacted]ne mafafit[redacted] a[redacted]kura. [redacted]fan[redacted]zve kuti vanhu [redacted]pfek[redacted] [redacted]fuka [redacted]dziya.

Version D

Ku[redacted] [redacted] iri ku[redacted]a kwazvo yechi[redacted]. Iyi [redacted] iri hosha ino[redacted]ira. Zvaka[redacted] n[redacted][redacted]ru [redacted] iyi hosha irapw[redacted]. Ma[redacted] a[redacted] vanhu va[redacted] va[redacted] ku[redacted]a. [redacted]de iri ku[redacted] [redacted] basa reku[redacted]a iyi [redacted]a ngeku[redacted]a ma[redacted]. Iyo [redacted] iri ku[redacted]ira zvi[redacted] ngeku[redacted]iyi hosha. I[redacted]i zvidzidzo [redacted]notaura nge[redacted] kwaka[redacted]a. Ku[redacted]a mu[redacted] dzi[redacted][redacted]fafitera [redacted]kura. Zvaka[redacted]zve [redacted] vanhu va[redacted]e neku[redacted]a zvino[redacted]a.

Questions.

1. Kune hosha inotambudza here?
   Inofadza here hosha yechikosoro?
   Ihoshanyi iri kutambudza?
   Inotambudza senyi?

2. Iri hosha inobatira here?
   Haimbobatiri here?
   Ihoshanyi iri kutambudza vanhu?
   Ngenyi iri kutambudza?

3. Hosha iyi inorapika here?
   Haimbo rapiki here?
   Yakatora nguva yakadini kuti irapwe?
   Ngenyi yakatora nguva huru?

4. Mazuva ano yave kurapwa here?
   Haisati yarapika here?
   Ndiani vanogona kuirapa?
   Vanhu vanorapiwa senyi?

5. Hurumende iri kudzivirira here hosha iyi?
   Iri kupa vanhu hosha here?
   Hurumende iri kudzivirira senyi?
   Ngenyi vanhu vachibaiwa majekiseni?

6. Iri kutumira zvidzidzo zvekudzivirira hosha here?
Hakuna zvidzidzo zvinotumirwa here?
Ndiani anotumira zvidzidzo?
Ngenyi zvichitumirwa?

7. Zvidzidzo izvi zvinotaura ngekusona here?
Zvinotaura ngekudya kwakanaka here?
Zvinotaura ngenyi?
Ndiani unozvidzidza?

8. Mhepo yakavanda inobatsira here?
Dzimba dzaka fanira kuva nemafafitera madiki here?
Dzimba dzinofanira kuwa nemafafitera akadini?
Ngenyi dzimba dzichifanira kuva nemhepo yakakwana?

9. Vanhu vanofanira kupfeka zvino dziya here?
Vakafanira kufuka zvinotonhora here?
Zvekufuka zvakafanira kudini kuine chando?
Vanhu vakatonhorwa zvinoitasenyi?

1. Kune hosha dzinobatira here munyika menyu?

2. Ihoshanyi dzinonyanyobatira?

3. Kune vazhinji here vanorwadzwa nehosha yechikosoro?

4. Inokasika kurapwa senyi?

5. Vanhu vanovanzogara mudzimba dzakadini?

6. Munyika yenyu munezvikoro zvinodzidziswa kurapa here?

7. Vadzimai vanodzidziswepi kuruka zvinodziya?

8. Mudzimba dzakaturikidzana mune mhepo yakakwana here?

NEW WORDS

hosha (9,10)	disease
-tambudza	to trouble
chikosoro(7)	cough; whooping cough; tuberculosis
-batira	to hold;
-dzivirira	to protect
jekiseni	injection
chidzidzo(7,8)	lessons
-fuka	to cover the body

UNIT 49, Part III

	Version A [Mark tones in 'A' only.]	Version B [Do not mark tones in 'B'.]
1.	Ndudzi dzose dzemaShona dzine mitupo.	Ndudzi dzose dzemaShona dzine mitupo.
2.	Rudzi rumwe narumwe runopika nezita remhuka.	Rudzi rumwe narumwe runopika nezita remhuka.
3.	Vamwe vanopikawo neshiri.	Vamwe vanopikawo neshiri.
4.	Izvi zvinoreva kuti muziwane parudzi.	Izvi zvinoreva kuti muziwane parudzi.
5.	Zvinorewazve kuti rudzi rusaroorane.	Zvinorewazve kuti rudzi rusaroorane.
6.	Rudzi rwaroorana rwagura mutemo.	Rudzi rwaroorana rwagura mutemo.
7.	Vana vanotora mutupo vababa.	Vana vanotora mutupo vababa.

8. Kuti vanhu vachikwazisana vanotaura mutupo. Kuti vanhu vachikwazisana vanotaura mutupo.

Version C

Ndudzi [redacted] [redacted]maShona [redacted]ne [redacted]tupo. Rudzi [redacted]mwe na[redacted]mwe runo[redacted]a [redacted]zita [redacted]mhuka. [redacted]mwe va[redacted]pika[redacted] [redacted]hiri. Izvi [redacted]reva kuti muzi[redacted]ane [redacted]rudzi. [redacted]nore[redacted]azve kuti [redacted]dzi ru[redacted]roor[redacted]. Rudzi [redacted]roor[redacted]a [redacted]gura [redacted]temo. Vana [redacted]tora mutup[redacted] [redacted]baba. Kuti vanhu va[redacted]kwaz[redacted]a vanotaura [redacted]tupo.

Version D

Nd[redacted] dz[redacted]se dze[redacted] dzine mi[redacted]. Ru[redacted] ru[redacted] [redacted]ru[redacted] runo[redacted]a ne[redacted] re[redacted]. Vamwe va[redacted]wo ne[redacted]. I[redacted]i zvino[redacted]a [redacted] mu[redacted]e pa[redacted]. Zvino[redacted]zve kuti rudzi rusa[redacted]ane. [redacted] rwa[redacted]ana rwa[redacted]a mu[redacted]. Vana vano[redacted]a mu[redacted] [redacted]. Kuti vanhu vachi[redacted]ana vano[redacted]a [redacted]

Questions.

1. Ndudzi dzose dzine mitupo here?
   Kune ndudzi here dzisina mitupo?
   Ndiani vanemitupo?
   Mituponyi iyomunoziva?

2. Rudzi rumwe narumwe runopika nezita remhuka here?
   Runopika negomo here?
   Ndiani vanopika nezita remhuka?
   Vanopika senyi?

3. Vamwe vanopika neshiri here?
   Vanopika neuswa here?
   Ngenyi vachipika neshiri?
   Ndiani vanopika neshiri?

4. Zvinoreva kuzivana here?
Vana vanozivana here?
Vanozivana senyi?
Ndiani vanozivana?

5. Rudzi runoroorana here?
Mitupo inoroorana here?
Ngenyi vachiroorana?
Ndiani vanorambidza?

6. Vanoroorana vagura mutemo here?
Vanofarirwa here?
Ndiani vanogura mutemo?
Ngenyi vachidaro?

7. Vana vanotora mutupo vababa here?
Vanotora zita ramai here?
Ndiani vanotora zitarababa?
Ngenyi vachidaro?

8. Vanhu vanokwazisana nomutupo here?
Vano kwazisana chete here?
Ndiani vanokwazisana nomutupo?
Vanokwazisana senyi?

1. Ndivanaani vane mutupo?

2. Marudzi enyu ane mitupo here?

3. Ngenyi vasina mitupo?

4. Munozivana senyi kuti ihama?

5. Munhu unoroora hama unoita senyi?

6. Ndiani anochatisa vanhu?

7. Vanhu vanochatirepi munyika mwenyu?

8. Munyika mwenyu vanhu vanokwazisana senyi?

NEW WORDS

mutupo (3,4)	totem	mutemo (3,4)	
-pika	to vow, engage (?)	-kwazisana	to greet on another
-roorana	to marry one another	-chatisa	to marry, cause to marry (i.e. role of person who officiates at marriage)
-gura			

GLOSSARY

[Words are alphabetized by the first letter of the root, regardless of presence or absence of prefixes. In order to make the listing easier to follow, the words have been spaced so that the first letters of the roots form a straight vertical column on the page.]

-A-

áiwá 2BD	(an expression of polite diffidence or dissent)
~áké 4BD	his, her (possessive, 3 sg. personal)
~ákó 7SV	your (possessive 2 sg.)
mw-aná (1,2) 4BD, 7BD	child, offspring
ch.ando (7) 39	the cold season, cold
~ángu 1BD	my (possessive 1 sg.)
aní 5BD, 10BD	who?
apo 5BD	there (distal demonstrative, Cl. 16)
~ávó 1BD	their (possessive, Cl. 2)

-B-

-bá	to steal
babá (1a) 1BD pl. vanábabá (2) vadzibabá (2)	father, married man (singular is often used with plural concords as mark of respect)

badzá (see .padzá)	
m.bàmbaira (9,10)	sweet potatoes
bandéra (5,6) 17BD	signboard
chi-barwé (7,8) 14SV, 28	maize
basa (5,6) 5SV, 14BD	work
básẹkoro (5,6) 23SV	bicycle
(básikoro)	
-bátá	to seize, catch; do
-bátánídza 19BD	to join (transitive)
m.batáta (9,10) 14BD	potato
-batira	to be infections
-bátsírá 21BD	to help
m.batyá 16SV	clothing
-baya	to kill, give injection
bázu (5,6)	branch
-bereka 9SV	to carry a child on back
mu-bereki (1,2) 23SV	parent
m.berí (9) 17SV	front, ahead
m.bésa (9,10) 14SV	crop
m.béú (9,10) 8SV, 25BD	seed
chi-bháró (7,8) 31BD	tax
bházi 23SV	bus

mu-bhédha (3,4) 32SV	bed
bhíkiri (5,6) 36SV	cup
bhúku (5,6) 13D	book
Bhunú (5,6) 20SV	Boer
bhurúkwa (5,6) 34SV	pair of trousers
Bhurúwayo (9) 10SV	Bulawayo
-bika 9SV,18 BD	to cook
m.bírí (9,10)	renown, glory
mu-Bochá (1,2) 20SV	a *person of Bocha*
m.bofána (9,10) 9SV, 19SV	ten shilling note
-búdá 25BD	to come, go out [from]
-búdíkídza	to come or go through
m.búdzí (9,10) 25SV	goat
búndú (see .púndu)	
-bura 27SV	to dish out [food from]
m.búya (1a) 20BD pl. vadzimbuya (2) madzimbuya (6)	grandmother
-bvá 6BD	to come or go from
kuma-bvazúvá (17)	east
-bvíra 23BD	(an intensifying auxiliary verb)

-bvìsa 18BD	to remove, to pay [money]
-bvuɱa	to consent, agree to
-bvundurwa	to stir up
-bvunza 38BD	to ask
mu-bvunzo (3,4) 39	question
-bvúrá 20SV	to broil
bvute (5,6) 22SV pl. ma-bvute or: ma-pfute	shade, shadow
mu-Bwacha (1,6) 20SV	Indian

-C-

-chaira 5SV	to drive [car]
chaízvo 20BD	very much, indeed
ma-Chángana 20SV	Shaangan
-chata 36SV	to marry
mu-chato (3,4) 32BD	wedding
chéchi (9,10) 8SV	church
-chéká 21SV	to cut [with knife]
-chémá 35SV	to cry
˜chená 7SV	white
-chena 32SV	to become clean
-chengeta 35D	to take care (of)

mu.chéní (3,4) 20BD	machine
-chérá 21SV	to draw [water]
-chera 28SV	to dig
mu.chero (3,4) 16BD	fruit
chéte 16BD	only
u-chí (14)	honey
-chímbídzá 38BD	to hurry, cause to hurry
chinyárárire	quietly
chíṇyi 15BD	what?
Chipínga 10SV	(a place)
.chírá (5,6) 32SV sg. jírá	cloth, sheet, etc.
chirembá 35SV	physician
chirombówe 2BD	(honorific form of address used by men)
-chísá 36BD	to iron (clothing)
chókwadí 37BD	truth

-D-

-dá 7BD	to want, like, love, need
-dáídzá 30SV	to call

-dáírá 36SV	to answer, to believe
dangá (see .tangá)	
mu-dárárá (3,4) 28SV	line
-dáríká	to cross
-dáro 16BD	to do, say like that
n.dége (9,10) 29BD	airplane
démó (see .témó)	
dénga (see .ténga)	
ma-ḑḩaka (6) 35BD or: ma-taka	mud
dházeni (5,6) 9BD	dozen
dhíbhi (5,6) 8SV	dip tank
chi-dhína (7,8) 30SV	brick
-dhinda	to print
dhíshi (5,6) 33BD	basin
mu-dhudhudhu (3,4) 23SV	motorcycle
dhúmbe (5,6) 14SV	coco yam
-díkáná 24BD	to be wanted, loved
~dįkį 14BD also ~dóko, ~dúku	small
díkítí (see .tíkítí)	
dima (5,6) 14SV	sweet potato
n.dímu (5,6) 14SV	lemon

-díni 4BD	to do, say how
-dirira 9SV, 22BD	to water
n.díró (9,10) 16SV	dish
-dísá 20BD	to like very much
n.dodzí (9,10) 14SV	pea
~dóko (see ~dį́kį)	
dombó (see .tombó)	
-donhesa 28SV	to drop, lose
ma-dota (6) 16SV	ashes
doví (5) 20BD	peanut butter
dúnhú cf. .túnhú	
-dyá 22BD	to eat
-dyárá 27BD	to sow
ru-dyí (11) 17SV	right[hand]
mu-dyó 15BD = ru-dyí	
dzangaradzímú (5,6)	fairy
chi-dzere (7,8)	anthill
ru-dzi (11,10 or 6) 22SV (ndudzi (10))	tribe, clan, species
-dzídzá 13D	to learn
mu-dzídza (1,2) 13D	student
-dzídzísá 6BD = -fúndísá	

chi-dzídzó (7,8)	lesson
-dzika 33SV	to descend
-dzíngá	to chase away
dzìva (5,6)	pool, pond, lake
-dzivirira	to prevent
-dzíyá 39	to have or cause to have above normal temperature
mu-dzíyó (3,4) 16SV	furniture, household goods, utensils.
-dzoka 31BD	to return

-E-

~édú 7SV	our (possessive, 1 pl.)
-edza 18BD	to try, attempt
mw-edzí (3,4) 6SV	moon, month
~égá (see ~ǫ́gá)	
-enda 6BD	to go
rw-endo (11) 23BD, 29 pl. ndwendo (10)	trip, journey
mw-eni (1) 23BD pl. va-eni (2)	stranger, guest, foreigner
mw-enje (3,4) 32SV	lamp, torch, candle
~ényú 7SV, 9BD	your (possessive 2 pl.)
zi-enzá (21) 39 also ma-enzá (6)	rainy season

-enzanisa 28SV	to make equal, even
ma-èrerano (6)	
˜ésé (see ˜ǫ́sé)	

-F-

fáfitera (5,6) 16BD	window
-fámbírá 5SV	to visit
ma-fámbíré (6) 30SV	ways of running
-fámbísá 26BD	to cause to go, run
-fánáná 22SV	to resemble one another, to be alike
-fánírá 21SV	ought, must; be suitable
-fánzá	to spread
-fárá 18BD	to rejoice, be happy
fódya (9)	tobacco
u-fu (see u-p̨fu)	
-fúká	to cover
mu-fúndísi (1,2) 6BD	teacher, religious worker
fúndó (9,10) 26SV	education
-funga 6BD	to think
-fusiṙa 28SV	to cover (with earth)
ma-fútá (6) 27SV	fat, oil

-G-

gádheni (5,6) 8SV	garden
-gadzira 19BD	to prepare
-gadzirira 15BD	to prepare (for)
chi-gadzo (7,8) 18SV	support for pot; saucer
-gánhúrá	to limit
-gara 5BD	to sit, stay, remain, reside
n.garavá (9,10) 29BD	ship
garé garé 7SV	by and by, presently
chi-garo (7,8) 32SV	seat, chair
mu-Gárwé (1,2) 20SV	member of Garwe tribe
-gashidza 16BD	to cause to receive (from someone's hand)
-gashira 23BD	to receive [from someone's hand]
ru-gashiro (11) 32BD pl. ma-ru.gashiro (6)	reception
Gatóma 10SV	Gatooma
chi-gěrǒ (7,8) 8SV	pair of scissors
ma-gétsi (6)	electricity
-geza 9SV, 19BD	to work
mu-gobéra (3) 6SV	Saturday
-gocha 20SV	to roast on open fire

mu-godhí (3,4) 25SV	a mine
gombá (see .kombá)	
gomo (see .komo)	
goré (see .koré) 7BD	
n.goró (9,10) 23SV	oxcart
górókótó (5,6)	congratulations, good fortune
mu-góti (3,4) 16SV	stick for stirring food
n.gowání (9,10) 34SV	hat
-gúká	to break
gúmí (see .kúmí)	
gungwa (5,6) 37BD pl. ma-gungwa (6) or ma-kungwa (6)	sea
chi-gunwe (7,8)	thumb
-gúrá	to cut
-gurira 11BD	to cut off or across
n.guruve (9,10) 25SV	pig
-gútá 27SV	to be replete (food or drink)
guta (5,6) 5SV, 11BD	town, city, chief's village
n.gúvá (9,10) 8D	time
gwáva (5,6) 14SV	guava
gwére (5,6) 14SV	maize

Gwerú 10SV	Gwelo

-H-

háfupéni (5,6) 9SV	halfpenny
háfukoróni (9,6) 9SV	half crown
m.haká (9,10) 26SV	matter, affair, crime, guilt
hámá (9,10) 15SV	relative, by blood or marriage
n.hambwe (9,10) 33SV	hour
m.handara (9,10) 4SV	girl
m.hando (9,10) 15SV	kind, sort
hángá (9,10) 39	guinea fowl
n.hanga (9,6) 14SV	pumpkin
n.hangá (9,10) 24BD	yard
hánzvádzi (9,10) 23BD	sibling of opposite sex
-hárá 28SV	to harrow
Haráre 10SV	Salisbury
hárí (9,10) 16SV	cooking pot
pa-n.hasí (16) 38BD	below
ku-n.hasí (17)	south
n.haú (9,10) 26BD	topic, news
hémbě (9,10) 34BD	shirt, dress
m.hembwe (9,10)	buck
n.hèngo (9,10)	member

héo 31BD	there he is
m.hépó (9,10) 39	wind
heré 1BD	(marker of a yes/no question)
ma-héu̧ (6) 8SV or ma-héo	sweet beer
m.hino (9,10) 35SV	nose
m.hiri (9,10) 37BD	side (of river, street, etc.)
.hobó (5,6) 9BD	banana
hókwa (9,10) 32BD	invitation
hópé (9,10) 39	face; sleep, dream
n.horó	kudu
hosha (9,10) 39	disease
hósipitari (9,10) 5SV, 8SV, 17BD	hospital
húkú (9,10) 25SV	fowl
humba (9,10) 38	bush pig
n.humbí (9,10) 16SV	clothing
hu-mwi!	(a cry)
e.húnde 15BD	yes
m.hunga (9) 19BD	millet
húní (9,10) 9SV	piece of firewood
m.huri (9,10) 2BD	family
m.hurú (9,10)	calf

hurunénde (9,10) 34SV	government
hwài (9,10) 25SV	sheep
-hwándá	to hide

-I-

-íbvá 27SV	to become ripe, done, mature
i̦mbá (9) 7BD pl. imbá (10) or dzimbá (10) also umbá (9,10)	house
mu-ímbí (1,2) 32BD	singer
imwí 8SV	you (pl.)
iní 8BD	I
~irí 6SV, 7BD	two
-isa 13BD	to put
isú 8SV	we
-ita 5BD	to do
mu-itiro (3,4) 22SV	custom
iwé 8SV	you (sg.)
ivo 8SV	they (personal)
íye 8SV	he, she (personal)
rw-izí (11) 8SV pl. ndwizí (10)	river

-J-

mu-jahá (1,6) 4SV	young man
jána (5,6) 8SV	herding cattle
jangano (5,6) 8SV	cooperative labor
jékiseni (5,6)	injection
n.jera (9.10) 17SV	grindable grain
jírá (see .chírá)	

-K-

kabhudhura (12,6) 34SV	short trousers
kábichi (5,6) 15BD	cabbage
mu-kádzí (1,2) 23SV	woman, wife
kámbá (1a, 2a)	tortoise
kámba (9,6) 5SV	camp
kana 6BD	if, or
-kanda 39	to lay (eggs), to throw (stones, etc.)
-kángá 20SV	to fry, roast
-kángánwá 38	to forget
kani 9BD	(expression of polite emphasis)
-kanya 30SV	to mold
-kanyisa 30SV	to cause to mold
-kàrira	to hope

-kùbvura 18SV	to stir, shake
-kúdzá 24BD	to grow (trans.) cause to grow, exalt
.kumbo (5,6) sg. gumbo	leg, foot
.kúmí 6SV sg. gúmí	ten
mu-kúnda (1,2) 4BD	daughter
kunga (see -nga)	
-kúrá 24BD	to grow (intransitive)
kure (17) 5SV	far away
~kúrú 7BD	large, important, great
-kúrúngíra 27SV	to smoothe
kuti 21BD	if, that, to say
chi-kúvá (7,8) 16SV	platform for holding pots
-kwáná 39	to suffice, become sufficient
-kwátá 27SV	to bubble
chi-kwata (7,8)	group
-kwázísá	to greet
kẉáẓíwái 38 (kaziwai, kwaiwai)	a greeting to a person one has not seen for some time
kwázvo 11BD	very much, indeed
Kwékwe 10SV	Queque
kwéte 13D, 20BD	no

-kásíká 29BD	to hurry, go fast
pa-katí (16)	between
kóbiri (5,6) 9SV	penny
chi-kóchikari (7,8) 23SV	oxcart
kófi (9) 15BD	coffee
-kóká 32BD	to invite
mu-kóma (1,2) 23SV	older sibling of same sex
mu.kómaná (1,2) 7BD	boy
-kombá A	to surround
.kómbá (5,6) 28SV sg. gombá	hole in ground
.komo (5,6) 8SV sg. gomo	mountain
-kòra 39	to become fat, thick
.koré 6SV, 7BD	year, cloud
chi.kóro (7,8) 8SV, 24BD	school
ma-kórókótó 40	(an expression of felicitation or congratulation)
kóroni (9) 19SV	wheat
mu-kóróre (1,2) 4SV	son
-kòya	to hope
kubvani 9BD	then, so

-kwídíbíra 27SV	to cover
-kwírá 33SV	to climb, climb onto

-M-

máchisi (9,10) 8SV	match
Magóndó	Hyena
máǐ (1a.) 1BD pl. vadzimáǐ (2) madzimáǐ (6) vanámáǐ (2)	mother, married woman
-máírá 17BD	to visit, e.g. a sick person
-mangara 31SV	to make a formal complaint
mángo (9,10) 14SV	mango
mu-Manyíka (1,2) 20SV	a member of the Manyika tribe
marí (9) 9BD	money
Maróndera 10SV	Marandellas
mu-Maúngwe (1,2) 20SV	member of the Maungwe tribe (Makoni)
ma-mbákwedzá 10SV	dawn
chi-mbúdzí (7,8) 25SV	latrine
-mhányá 40	to run
-mhányísá	to cause to run, go fast
ru-mhungwe 39	malaria, blackwater fever
-mírá 28BD	to be in a standing position; to stop

-mírírá 28SV	to wait for
mu-míríri (1,2) 34SV	representative ('one who stands for')
ma-míríró (6)	situation
chi-míró (7)	situation
-mísá 32SV	to stop (transitive); to set up, set in order
m̱ombe (9,10) 25SV (ng'ombe)	cattle, ox
mótokari (9,10) 23SV	car
Mutáre 10SV	Umtali
-mutsa cf. -muka	to awaken
-mwá 15BD	to drink
mwazvíịtá 9BD	thank you (you have done it)
~mwé 14BD	one
~mwè 20BD	some, other

-N-

~na 6BD	four
-naka 11BD	to become good
chi-nánazí (7,8) 14SV,16BD	pineapple
-nángísíka 24BD	to appear
-natsa 21SV	to do something well
-naya 28SV	to rain

mu-nda (3,4) 8SV	field
ndaúwe 38	(a courteous expression used by women)
-neta 35BD	to become tired
-netseka 37BD	to be worried
-nga 29BD	to be, seem, be like; (used also as an auxiliary verb)
˜nganí 7BD	how many?
chi-ngezi (7) 12SV	English (language)
ng'ombe (see m̦ombe)	
chi-ngwa (7,8) 20BD	bread
ma.ngwáná 7SV,18BD	tomorrow
ma.ngwánaní 1BD	Good morning!
u-ngwarú (14)	cunning
chi-nhambo (7) 5SV	short distance
chi-nhambwe 10SV (=chinhambo)	
nhanga (5,6) 14SV	
nḥási 17BD also nási	today
ma.nherú 7SV, 21BD	evening
chi-nhu (7,8) 15BD	thing
mu-nhu (1,2) 5BD, 20BD	person
mu-nįng'įna(1,2) 23SV also mu-núng'úna	younger sibling of same sex

˜no	this
˜nomwé 6SV	seven
-nonga	to pick up
-nonoka 32BD	to be late
ma.nowa	fertilizer, manure
mu-nwe (3,4)	finger
nyama (9) 20BD	meat
nyaná (5,6)	baby bird
nyàngarara	mess
-nyanya 9BD	to do exceedingly
-nyárárá 39	to become or be quiet
nyayá (9,10) 31SV	history, story
nyèmbà (10) 14SV	cow pea
-nyi 5BD also -yi	what?
nyìka (9,10)	land
-nyímá H	to be stingy
nyimo (10) 18SV	ground nuts (Bambara groundnut)
u-nyope (14)	laziness
-nyórá 5SV	to write
nyoré 26BD	easy
-nyórésá 30SV	to cause to write; to enroll

mu-nyú (3) 8SV	salt
ma-nyuko (6)	source
-nyúrá	to set (sun)
kuma-nyúrazúvá (17)	west
ku-nzé (17) 35SV also pa-nzé (16)	outside
ru-nzeré (11) 17SV	left (hand)
-ṇzwá 13B	to hear, feel, perceive, understand
i-ṇzwí (5,6) 13D	word, voice
-ṇzwíká	to be heard

-o-

ófisi (9,10) 5SV	office
~ǫ́gá 20BD also ~égá	alone
ru-ókó (11,6) 16SV or mu-ókó (3,6)	hand, arm
-ómá 23BD	to become dry
-óná 9BD	to see
~ǫ́sé 18BD also ~ésé	all
ch-otó (7,8) 16SV	fireplace
mẉ.otó (3,4) 27SV	fire
mẉ.oyo (3,4) 37BD	heart

-P-

-pá 14BD	to give
páchìpámwé 40	(an expression used when meeting a person who has already been greeted on the same day)
padzá (5,6) 39 sg. badzá	hoe
chi-páketi (7,8) 19SV	large bag, 'pocket'
pako (5,6) sg. bako	cave
~pamhí 11SV	broad
-pamhidza 37BD	to repeat, continue
pamusáná (16)	on account of
pámwé 20BD (Cl. 16 prefix with ~mwé)	together
mu-panda (3,4) 16BD	room
-pandanisa	to separate
.pángá (5,6) 21SV sg. bángá	knife
-pangana 30SV	to decide together
.pánî (5,6) 24SV sg. bánî	open, level land
pánó 6BD	here
papi 5BD	where?

parafíni (9) 8SV	kerosene
-patika	to become excited, startled
patyo (16) 5SV, 6SV	near
-pédzá 12BD	to cause to end, to finish
~penyű 4BD	alive
.pénzí (5,6) sg. bénzí	fool
pepa (5,6) 26BD	(news)paper
-pérá 6BD	to come to an end, become exhausted in supply
-petesa 5SV	to tax
-pfeka 34BD	to put on (clothing)
-pfekedza 34BD	to cause to put on (clothing)
-pfígá 33BD	to close
ma-pfíhwa (5,6) 16SV	hearthstone
u-pfu 19SV also ufu	mealic meal
mu-pfúdzé (3) 25SV	manure, fertilizer
~pfumbamwe 6SV	nine
pfúmó (5,6)	spear
ma-pfúndé (6) 19SV	sorghum
pfungwá (9,10) 30BD	thought, idea
-pfunha 39	to shower

~pfúpi 11SV	short
-pfúúrá 36SV , 28BD	to pass
.pfute (see bvute)	
u-pfùto (14)	wealth
-pfutsa 27SV	to light (a fire)
chi-pfúyó (7,8) 39	livestock
-pika	to promise, engage (?)
-pinda 13D	to enter; to surpass
-pindura 27SV	to turn over; to answer
-písá 20SV	to burn, be hot
ma-pitsé (6) 39	competition
chi-pó (7,8) 32BD, 36SV	gift
mu.pombí (3,4) 22BD	pipe
-póná	to escape, recover
póndo 19BD	pound
pópo (5,6) 14SV	papaya
.pòpopo (5,6) sg. bopopo	waterfall
-psvaka (see -tsvaka)	to seek, look for
chi-puká (7,8) 59	wild animal or reptile
-pukuta 32SV	to dust, wipe
-púmúzá 39	to take a rest on a journey

.púndú (5,6) 27SV sg. búndú	lump
mu-pungá (3) 17SV	rice
-púpúrá 39	to reap
-pusa	to be stupid
-pútsá 28SV	to smash, break up
mu-pwéré (1,2) 1BD	young child

-R-

-rádzíká 34BD	to put to bed
-ramba 25BD	to refuse (with infinitive); to continue (with chi-participial)
-rapa 5SV	to do medical work, to cure
-rárá 1BD	to sleep, go to sleep
ráranji (5,6) 14SV	orange
-rásá 30BD	to throw away, to lose
ma-ràtya (6)	coal
-rèba 29BD	to be or become long, high or deep
~refú 7SV	long
-rega 21SV	to desist, leave off
-rera 9SV	to rear (child)
-révá 30SV	to speak
-rí 5BD	(defective verb stem 'be')

mu-ridzi (1,2)	owner
-rima 5SV, 17BD	to plough
-rimisa 5SV	to do work of agricultural demonstrator
chi-rimo (7,8) 39	hot season
-rinda	to protect, stand guard
ma-rindá (6) 38	protection of fields (from wild animals)
ríni 6BD	when?
mu-ríwó (3,4) 14SV	green vegetables; anything eaten with sadza
chi-ro (7,8) 35BD	thing
u-rombó (14) 40	sorrow
-ròndedzera	to stress
chi-rongó (7,8) 19SV	earthen pot
-róórá	to marry
-róvá	to beat
hu-róya (14) 37BD	the legal profession
mu-Rozví (1,2) 20SV	member of the Rozvi tribe
-ruka	to knit
-rúmá	to bite
mu-rúmé (1,2) 23SV	man, husband
mu-rungu (1,2) 20SV	European (person)

.ruva (5,6) 9SV, 24BD	flower
-rwárá 38	to be ill
-rwádzá 38	to cause illness, to be inflamed
rwávhi(la) 39 pl. vanárwávhi (2)	chameleon

-S-

ma-sabásita (6)	asbestos
sábhǔku (1a,2) 31BD	headman
sadza (5) 18BD	food, thick porridge
sakí (5,6) 19BD	sack
-sambira 39	to swim
-sándá 5BD	to work
mu.sándíri (1,2) 32BD	minister
-sándísá 24BD	to cause to work, use
sandú 39	(of changing)
-sanduka 39	to change
ma-sangá 5BD	meeting; greeting by one traveller to another
-sangana 32BD	to join, meet one another
sangano (5,6) 26SV	meeting
sángó (5)	veld
-sárá 31BD	to stay behind, be left over

-sásíká 20SV	to dry at fire
sekúru (1a) 23SV pl. vanásekúru (2)	grandfather
ma-sengere (6) 24SV	bamboo
~séré 6SV	eight
-sévénzésa 23BD	to use
-sèvha 27SV	to sift
sényi 1BD also séyi	how?
mu-shá (3,4) 8SV	village, home
shámwarí (9,10) 15BD	friend
~shánǔ 6SV, 19BD	five
-shátá 29SV	to become bad
-shaya 26BD	to lack, fail to get
-shèreketa	fret, fidget, be mischievous
shereni (5,6) 9SV,13BD	shilling
shéwe 2BD	courteous form of address used by women
shiri (9,10) 39	bird
shizha (5,6)	leaf
~shoma 13BD	few, little
mu-shongá (3,4) 16BD	medicine, polish, etc.
shúka (9) 8SV,21BD	sugar
shúmbá 38 cf. shúmba (9,10)	totem associated with lion lion

shúngú (9)	anger
shushururu (10) 14SV	beans
mu-sí (3,4) 6BD	day
pa-sí (16) 13BD	downward, earth, floor
mu-sika (3,4) 19SV	market
mu-síkaná (1,2) 7BD	girl
ma-síkatí 3BD	midday
u-síkú (14) 39	night
-símá 9SV	to transplant
-simba 38	to become strong
ma-simbé (6) 18SV	charcoal
.símbi (9,10) 8BD cf. simbí (9,10)	an iron (for ironing) iron
símó (5,6) 14BD	vegetable
-símúká	to stand up
sípo (9) 8SV	soap
ma-síríri (6)	saliva
si̱̦si̱̦pénzi 9SV or susupénzi	sixpence
-síyá 9BD	to leave behind
-síyáná 20BD	to part from one another
ma-soko (5,6) 23BD	news
-sona 21SV	to sew

mu-sono (3,4)	women's club
mu-sóró (3,4)	head, north
u-sú (14) 16SV	face
-súngá	to find
ma-súre (6) 13D	behind
syóndo (5,6) 6SV, 7SV also sóndo	week
--su 23BD	(expression of surprised interrogation)
Mu-sumbunuko 6SV	Monday
mu-súwo (3) 33BD pl. misíwo (4)	door
-svika 6BD	to arrive
-svipa 35BD	to become dirty
-svova	to sneak away
u-swá 24SV	grass
-swera 3BD	to spend the day

-T-

táfura (9,10) 18BD,32	table
-takura	to lift and carry
-támá 39	to change residence, to migrate
-támbá 9SV	to play
chi-támbi (7,8) 38BD	stamp (postage)

-támbírá 14BD	to receive
tambo (9,10)	rope
zvi.támbó 2BD	
-tambudza	to trouble, bother
.tangá (5,6) 8SV sg. dangá	cattle kraal
-tángá 17BD	to do first
~tánhatú 6SV	six
tare (5,6) 31BD sg. dare	council, court
-tàrisira	to expect
~tatú 6BD	three
-taudzana	to converse
-taura 10BD	to speak
mu-tauro (3,4) 12D	language
-témá 9SV	to cut (with axe)
~temá 20BD	black
.témó 21SV sg. démó	axe
mu-témó (3,4)	law
mu-ténda (1,2) 17BD	a patient
téndé sg. déndé	calabash
tènde	of sitting

-téndérúka 17SV	to turn about
.ténga (5,6) 25SV sg. dénga	roof, sky
-téngá 25BD	to buy
-téngésá 9BD	to sell
mu-téngó (3,4) 33SV	price
-tèrera 38	to pay tax; to obey, submit
~tete 7SV	narrow, thin
teté (1a) 23SV	aunt
-tevera	to follow
-ti 7BD	to say
mu-tí (3,4) 9SV	tree, medicine, polish
tíi (9) 15BD	tea
tíki (9) 9BD	threepence
.tíkítí (5,6) 14SV sg. díkítí	pumpkin
chi-tíma (7,8) 23BD	railroad train
-tímbá 39	to plow for second time
ru-tivi (11,6or10) 38BD	side
-tízá 35BD	to run
mu-to (3,4) 20BD	soup
.tombó 27BD sg. dombó	stone

-tóngá 31BD	to judge, govern
u-tóngí (11) 24SV	ruling
-tónhórá	to be cold
-tórá 20BD	to take (from), to get
chi.tóro (7,8) 8SD	store
mu-tsá (3)	kindness
tsamba (9,10) 23BD	letter
-tsamhina	to limp
mu-tsámíro (3,4) 32SV	pillow
tsanga (9,10) 24SV	reed
tsápáto (9,10) 34SV	shoe
tsapí (9,10) 25SV	storage hut for grain
-tsara	to choose
mu-tsará (3,4) 28SV	line
-tsáúká 17BD	to diverge, branch off
-tsèmuka	to split
tséṇzá 14SV also tsézá	an edible root
mu-tsétse (3,4)	line
tsíme (5,6) 8SV	well
tsokó (9,10)	monkey
tsono (9,10) 21SV	needle

tsúnga (5) 14SV	a green leafy vegetable
ma-tsútsó (6) 39	season when crops are about to ripen
˜tsvukú 40	red, brown, etc.
˜tsvá 11SV	new
-tsváírá 21SV	to sweep
mu-tsváíro (3,4) 16SV	broom
-tsvaka 10BD	to look for, seek
tsvímbó (9,10)	walking stick
tsvìngwe (9,10)	ruins
chi-tubú	fountain, spring
-túmá 30SV	to send (a person)
-tùmbuka 39	to burst out, to flower
-túngámíra	to lead
mu-túngámíri (1,2) 37	leader
.túnhú (5,6) 21SV sg. dúnhú	place, district
mu-túpó (3,4)	totem
-túríkídzana 29BD	to build upon one another
-tùtsira 39	to add

-U-

-údzírá 35SV	to tell
umbá (see imbá) 7BD	

-úngánídza 30SV	to collect (transitive)
-únzá 18BD	to bring
-úyá 6BD	to come

-V-

-vá 30BD	to be, become
-vádzá 9SV	to split
-váká 5SV	to build
mu-vákí (1,2) 30SV	builder
chi-vákó (7,8) 29BD	building
-vamba 16BD	to begin
u-vandú (11) (see u-wandú)	
ma-várá (6) 40 mu-várá (3,4)	colour
-verenga 9SV	to read, count
mu-vhá (3,4) 11SV	road
vhíki (5,6) 23BD	week
-vidza 20SV or -virisa	to cause to boil
vhingwa (5,6) 28SV	clod
-vira 27SV	to boil (intransitive)
~ṿirí	two
mu-viri (3,4) 16SV	body
-vova	to drool

i-vhú (5,6) 28SV	soil
m.vúrá 18BD	water, rain

-W-

-wanda 29SV	to become numerous
u-wandú (14)	amount
-waridza 32SV	to spread out
-weza 5SV	to work wood
--wo 3BD	also

-Z-

-zádzá 32SV	to fill
zánhí (5,6) 39	leaf
zano (5)	advice, counsel
mu-Zezúru (1,2) 20SV	a Zezuru person
~zhínzhí 22BD	many, much
n.zímbe (10)	sugar cane
zingwa (5,6) 8SV	bread
n.zira (9,10) 11BD	path
zísó (5) 14SV pl. mazísó (6) or mésó (6)	eye
zítá (5,6) 23SV	name
-zívá 12BD	to know
-zòra 34BD	to smear with liquid, anoint

ru.zóróro (11) 26BD pl. ma-ruzóróro (6)	rest, vacation
n.zungú (10) 14BD	peanuts
ne-zúro 24BD also zuro	yesterday
.zúvá (5,6) 6BD	sun, dry
zvàkánáka 1BD	well (adv.)
mu-zváré (1,2) 3BD	girl, daughter of chief
zvé 39	and besides, in addition
--zve	again
zvekúbvunza mutúpó	extremely (of weather:sun, rain, cold, wind)
n.zvimbo (,10) 23BD	place
zvíya 38	by the way
zviyó (8) 18BD	millet
-zwa (see -ṇzwa)	
i-zwí (see i-ṇzwí)	

Typed in final form by: Anne Lush, Lynn Cochran and Evelyn Vass.

☆ U.S. GOVERNMENT PRINTING OFFICE : 1965 O—752-220—(212)